DOCUMENT RESUME

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ABSTRACT

Utah's 1987 minimum course description standards for students in kindergarten through third grade are provided in the required core curriculum areas of arts, information technology, science, language arts, mathematics, social studies, and healthy lifestyles. For each curricular area a rationale is given, followed by a brief course description encompassing grades K through 3, and occasional charts of course sequences. Information at each grade level and in each curriculum area includes a set of core standards to be met at that level and a list of related instructional objectives. Also included are a description of the elementary and secondary school program of studies and high school graduation requirements, policy statements for elementary, middle, and high schools, general requirements, and course charts for grades K through 12. (RH)

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ELEMENTARY

CORE CURRICULUM STANDARDS

Utah State Board of Education

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LEVELS K-3

Arts

Information Technology

Science

Language Arts

Mathematics

Social Studies

Healthy Lifestyles

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'87

A LETTER

FROM THE UTAH STATE BOARD OF EDUCATION

What takes place in the thirteen years from kindergarten through the twelfth grade of public school is critical to each student's success in today's world. The new core curriculum standards have been developed to provide a solid foundation in education for students. They call for mastery of information, concepts, and skills in the subject areas of: language arts, mathematics, science, social studies, the arts, informational technology, healthy lifestyles, and vocational education.

The world of the future will require less than one-fourth of the work force for the production of consumer goods and food items. The core standards are designed to prepare students for those changing times that will require knowledge and skills for living and competition in the informational age.

Sincerely,

M. Richard Maxfield
John M. R. Covey
Neola Brown
Keith T. Checketts
Darlene C. Hutchison
Donald Christensen
Ruth Hardy Funk
Valerie J. Kelson
Margaret R. Nelson

INTRODUCTION

Action by the State Board of Education in January of 1984 established a policy requiring the identification of specific core curriculum standards which must be completed by all students K-12 as a requisite for graduation from Utah's secondary schools. This action was followed by three years of extensive work involving all levels of the education family in the process of identifying, trial testing, and refining these core curriculum standards for Utah's schools.

The core curriculum represents those standards of learning that are essential for all students. They are the ideas, concepts, and skills that provide a foundation on which subsequent learnings may be built.

The core should be taught with respect for differences in learning styles, learning rates, and individual capabilities without losing sight of the common goals. Although the core curriculum standards are intended to occupy a major part of the school program, they are not the total curriculum of a level or course.

STATE BOARD OF EDUCATION

☐ New Date of Adoption 1-6-84	☐ Revised Date	Descriptor Code:

THE ELEMENTARY AND SECONDARY SCHOOL PROGRAM OF STUDIES AND HIGH SCHOOL GRADUATION REQUIREMENTS

STATEMENT OF PHILOSOPHY

The primary goal of education is the development of individuals who possess the knowledge, skills, and human characteristics necessary to enable them to live meaningfully as individuals and as positive contributors to society. To achieve this ultimate goal, the individual must be provided experiences to develop skills in language and thinking, scientific understanding, mathematics, historical perception, aesthetic appreciation, social interaction, movement, fitness and health, and career competencies.

Elementary Education

The elementary school reaches the greatest number of students for a longer period of time during the most formative years of the school experience. This unparalleled responsibility makes it imperative that each elementary school be provided with effective leadership, meaningful standards, a balanced curriculum, sufficient means, and competent staff.

Secondary Education

The secondary school should provide the opportunity for every student to have a challenging educational experience which will prepare him/her to pursue a fulfilling and productive role in society, which both transmits and enhances our culture. A comprehensive curriculum with enough flexibility to strengthen individual talents and interests must be available for all students.

AUTHORITY TO MAKE POLICY

Authority and responsibility to make policy and set standards in the area of secondary school graduation requirements rest with the State Board of Education by virtue of its constitutional mandate to provide general control and supervision of the public school system (Article X, Section 8) and by specific legislative enactment found in the Utah Code Annotated, 1953, Sections 53-2-29, 53-2-30, and 53-7-15. The statutes cited also indicate an intended partnership arrangement between the State Board of Education and local school districts.

Section 53-2-29 explicitly states: ". . . the State Board of Education shall by rule fix the standards upon which, and the period during the year that, high schools shall be maintained."

Section 53-2-30 in part states: "The State Board of Education . . . shall have power to determine whether the quality of education offered in each school district justifies support from state school funds."

Section 53-7-15 stipulates that: ". . . although the establishment of an educational system is primarily a state function, local school districts should be required to participate on a partnership basis in the payment of a reasonable portion of the cost of the minimum program . . . . Additionally, this act recognized that each locality should be empowered to provide educational facilities and opportunities beyond the minimum program . . . ."

* *

POLICY STATEMENT

Elementary Education

It is the policy of the State Board of Education to establish standards for elementary education which include the identification of a core curriculum. Implementation and formal assessment of student mastery of the core curriculum is the responsibility of the local boards of education. Formal assessment shall occur during or at the completion of the primary grades (third grade) and again during or at the completion of the intermediate grades (sixth grade). Informal assessment should occur on a frequent ongoing basis to ensure continual student progress. Provision for remediation for all students who fall short of mastery is required.

It is recommended that districts utilize an outcome-based curriculum rather than identifying pre-determined time allotments for subject areas and that students be flexibly scheduled into appropriate task oriented groups.

REQUIRED ELEMENTARY CORE CURRICULUM

GRADES K-6

GENERAL CORE		OPTIONS
° LANGUAGE ARTS		° FOREIGN LANGUAGE
READING	° SOCIAL STUDIES	
WRITING	INTRODUCTORY CITIZENSHIP	
SPEAKING	PRINCIPLES AND PRACTICES	
LISTENING	° ARTS	
° MATHEMATICS	° HEALTHY LIFESTYLES	
° SCIENCE	° INFORMATION TECHNOLOGY	

All handicapped students are required to demonstrate mastery of the core curriculum and foundation skills. In the event that a student's handicapping condition precludes the successful demonstration of mastery, the IEP team, on a case by case basis, may exempt the student or modify the mastery demonstration to accommodate the student's handicap.

* *

POLICY STATEMENT

Middle School and High School

It is the policy of the State Board of Education to provide general direction and standards in secondary education. Students in grades seven and eight will earn a minimum of 12 units of credit, and each student in grade levels nine to twelve will earn a minimum of 24 units of credit. However, districts may require more. Formal assessment of student mastery of the core courses shall occur during or at the completion of grades eight, ten, and twelve. Implementation of the core components are the responsibilities of local boards of education. These requirements will be effective no later than the graduating class of 1988.

MIDDLE EDUCATION PROGRAM OF STUDIES

GRADES 7-8 12 UNITS REQUIRED

GENERAL CORE - 10.5 Units	PLUS	REQUIRED ELECTIVES 1.5
Subject Areas	Requirements	
LANGUAGE ARTS	2.0	LOCAL DISTRICT OPTION
MATH	2.0	
SCIENCE	1.5	
SOCIAL STUDIES	1.5	
THE ARTS	1.0	
INFORMATION TECHNOLOGY*	Credit Optional	
HEALTHY LIFESTYLES	1.5	
PRE-VOCATIONAL EXPLORATION	1.0	

All handicapped students are required to demonstrate mastery of the courses in the general core. In the event that a student's handicapping condition precludes the successful demonstration of mastery, the IEP team, on a case by case basis, may exempt the student or modify the competency demonstration to accommodate the student's handicap.

* Informational Technology Standards may be taught either by infusing them into other areas of the curriculum or in a specific course. Infusion requires the district to submit a plan detailing at what level and in which class(es) each standard will be taught. Districts opting to establish a specific course may offer the .5 credit course in grades seven to twelve.

HIGH SCHOOL PROGRAM OF STUDIES
GRADES 9-12 24 UNITS REQUIRED*

GENERAL CORE - 14.5 Units		PLUS REQUIRED ELECTIVES - 9.5 Units	
Subject Areas	Requirements	Subject Areas	Requirements
LANGUAGE ARTS	3.0	**SELECTED ELECTIVES	9.5
MATH	2.0		
SCIENCE	2.0		
***INFORMATION TECHNOLOGY	Credit Optional		
SOCIAL STUDIES	3.0		
ARTS	1.5		
HEALTHY LIFE-STYLES	2.0		
****VOCATIONAL EDUCATION	1.0		

All handicapped students are required to demonstrate mastery of the courses in the general core. In the event that a student's handicapping condition precludes the successful demonstration of mastery, the IEP team, on a case by case basis, may exempt the student or modify the competency demonstration to accommodate the student's handicap.

*See unit of credit definition page 7.

**NOTE: Elective units of credit provide a means for specialization related to student interest and post secondary goals, i.e., COLLEGE ENTRY CLUSTER: Foreign language - 2.0; Mathematics - 1.0; English - 1.0; Science - 1.0; Electives - 4.5. TECHNOLOGY/VOCATIONAL/JOB ENTRY CLUSTERS: (Select one) Technical Emphasis - 4.0; Vocational Emphasis - 5.0. Computer Science - .5. Electives - 4.0 to 5.0.

***Informational Technology standards may be taught either by infusing them into other areas of the curriculum or in a specific class(s). Infusion requires the district to submit a plan detailing at what level and in which class each standard will be taught. Districts opting to establish a specific class may offer the .5 credit in grades seven to twelve.

****Any state approved vocational course, or the new vocational core course will fulfill this requirement.

GENERAL REQUIREMENTS

COURSE STANDARDS

The State Board of Education will establish minimum course description standards for each course in the required general core. The Board is concerned not only about what courses should be required but also about the content and quality of such courses. The Board places great importance on having students achieve mastery in contrast to having them complete certain amounts of seat time. The course descriptions, and mastery criteria, when completed, will be an integral part of the Board's policy.

Implementation and assessment procedures will remain the responsibility of the local boards of education. Course descriptions for both required and optional courses will be a cooperative effort of local school districts and the Utah State Office of Education. Upon their completion and acceptance by the State Board of Education, they will become part of the state standards for educational policy.

TEACHER QUALIFICATIONS

Beginning with the 1988-89 school year, teachers will not be assigned to teach any required course unless they hold a current Utah teaching certificate, have completed an undergraduate or graduate major or minor, completed a State Board of Education approved inservice program or demonstrated competency in the subject area.

SPECIAL ASSIGNMENT TEACHERS

Special Assignment teachers are those assigned to:

(1) Alternative school settings with self-contained classrooms in which the teacher must teach several subjects.

(2) Teach home-bound students with the expectations that several subjects will be covered by the same teacher.

(3) Necessarily existent small (or rural) schools with limited faculty and enrollment in which teachers must teach more than three core subjects.

Special assignment teachers will be required to hold a Basic or Standard Certificate with endorsement(s) in one or more subjects required in the Core Curriculum approved by the State Board of Education. In addition, personnel must have completed at least nine quarter hours of state approved college or inservice course work in each of the subject areas in which they are assigned.

Special assignment teachers will be temporarily authorized for the duration of their special assignment and will not receive a permanent endorsement for the subject area(s) until they have completed the equivalent of a subject matter minor (at least 24 quarter hours of approved college course work in the field) or have been declared competent to teach the subject(s) by the Utah State Office of Education Committee on Demonstrated Competency.

UNIT OF CREDIT

A unit of credit or fraction thereof shall be given upon satisfactory completion of a course or learning experience in compliance with state course standards. Students also may complete a course on a performance basis in which case assessment of mastery will be the responsibility of the local boards of education. Credit can be awarded only once for a specific required course with the same content during the secondary school experience.

Ways of earning credit:

- Successful completion of course, or
- Demonstrated proficiency, via preassessment, or
- Demonstrated mastery of approved courses outside of school day or year, or
- Concurrent enrollment in approved post-secondary training institutions, or
- Demonstrated mastery of approved correspondence or extension courses, or
- Upon application, demonstrated mastery in special experimental programs.

INSTRUCTIONAL TIME

Implementation of outcome-based curriculum requires options for school districts to organize flexible time blocks for instruction. Previous time suggestions or standards (kindergarten -- 750 minutes per week, grades one and two -- 1350 minutes per week, grades three through six -- 1650 minutes per week, and grades seven through twelve -- 150 hours per unit of credit) are now guidelines. They were based upon the approximate time needed to complete a subject or course. To help the State Board of Education keep apprised of instructional time variations, districts shall submit their instructional time schedule to the Utah State Office of Education for approval.

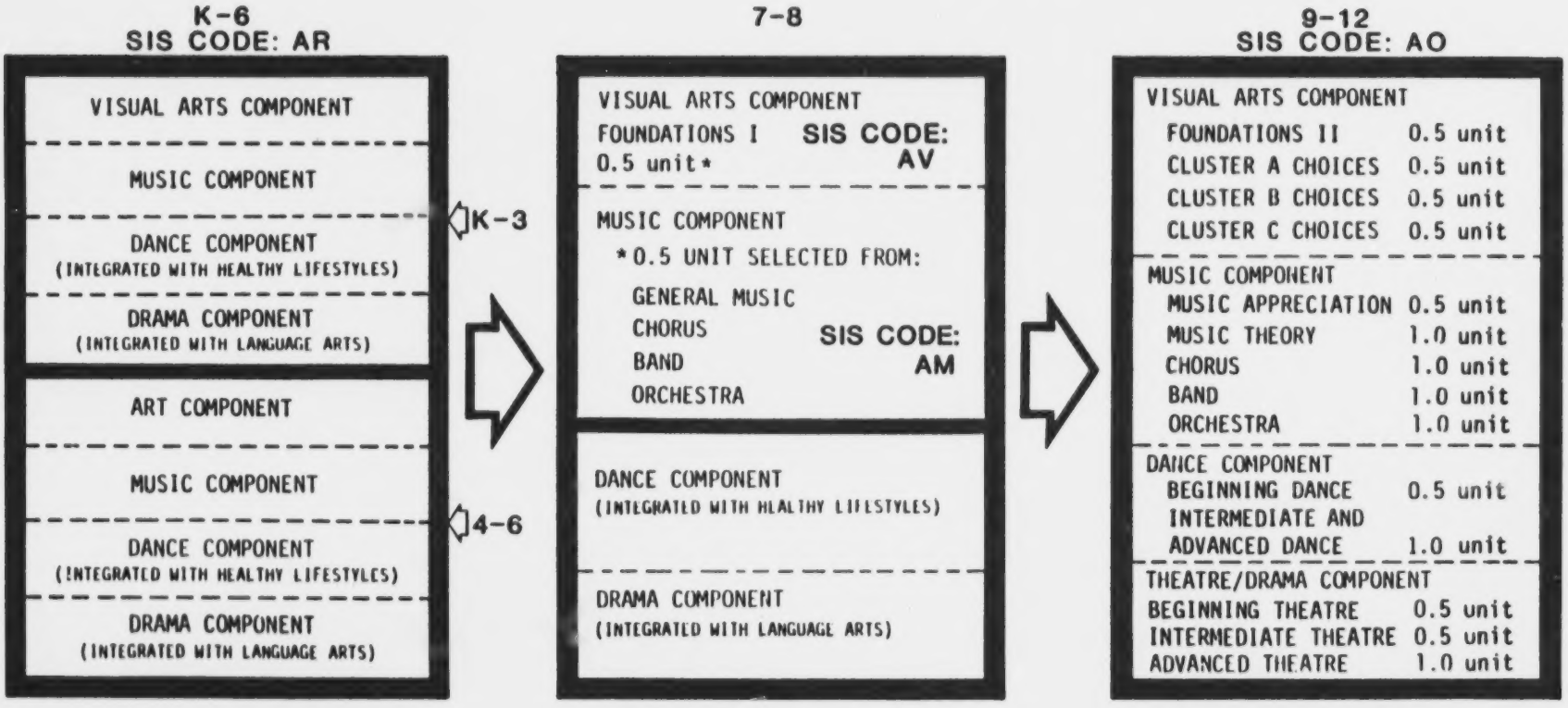
STUDENT EDUCATION PLAN

A student education plan will be developed cooperatively by the student, designated school personnel, and parents. This plan will be guided by the general requirements; individual student interests and goals; and be formally reviewed in at least the beginning of grade one and at the end of grades three and six and annually thereafter. Each student's high school plan will identify an area of concentration (perhaps as much as four to five units) in a cluster related to his/her post-secondary goal.

DIPLOMA

In Utah's public schools, a high school diploma shall be granted to a student who has met the State Board of Education requirements and any additional requirements of the local school district.

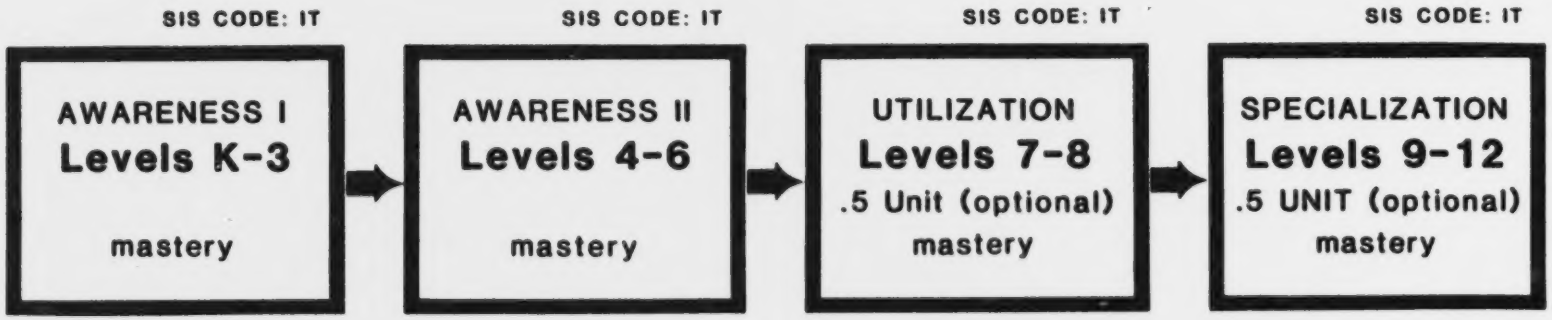
ARTS COURSE CHART



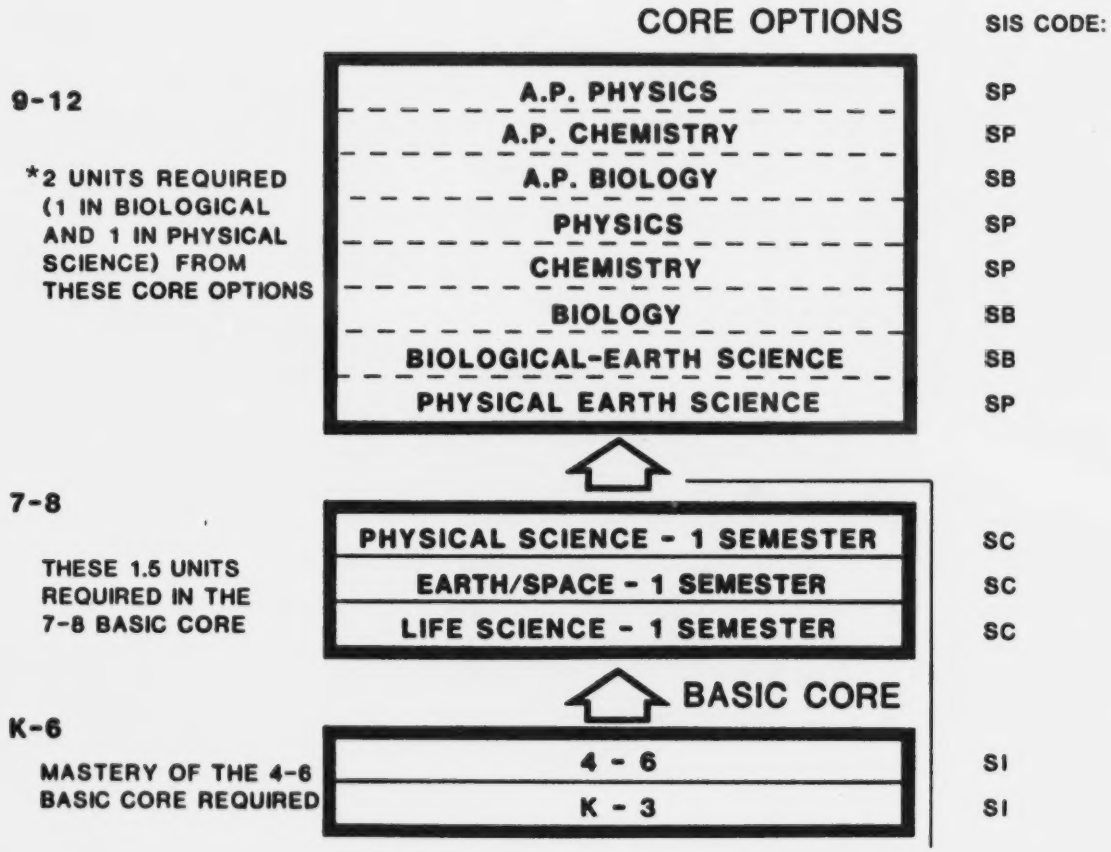
*In the case of a student who has an S.E.P. which indicates the intent to specialize in art or music, the district may approve, on an individual basis, either art or music courses to fulfill the seventh and eighth grades arts requirement.

INFORMATION TECHNOLOGY

CORE CURRICULUM



SCIENCE COURSE CHART



*In the event that a student's SEP indicates the intent to specialize in an area of science in which training in both areas -- biological and physical -- would not be essential, the district may approve on an individual basis, two biological or two physical science courses to fulfill the high school science core requirements.

ENGLISH/LANGUAGE ARTS CORE CURRICULUM

Thinking, Reading, Writing, Speaking, and Listening Skills

SIS CODE: LA

Levels K-3

mastery

SIS CODE: LA

Levels 4-6

mastery

SIS CODE: LE

Levels 7-8

2.0 UNITS

mastery

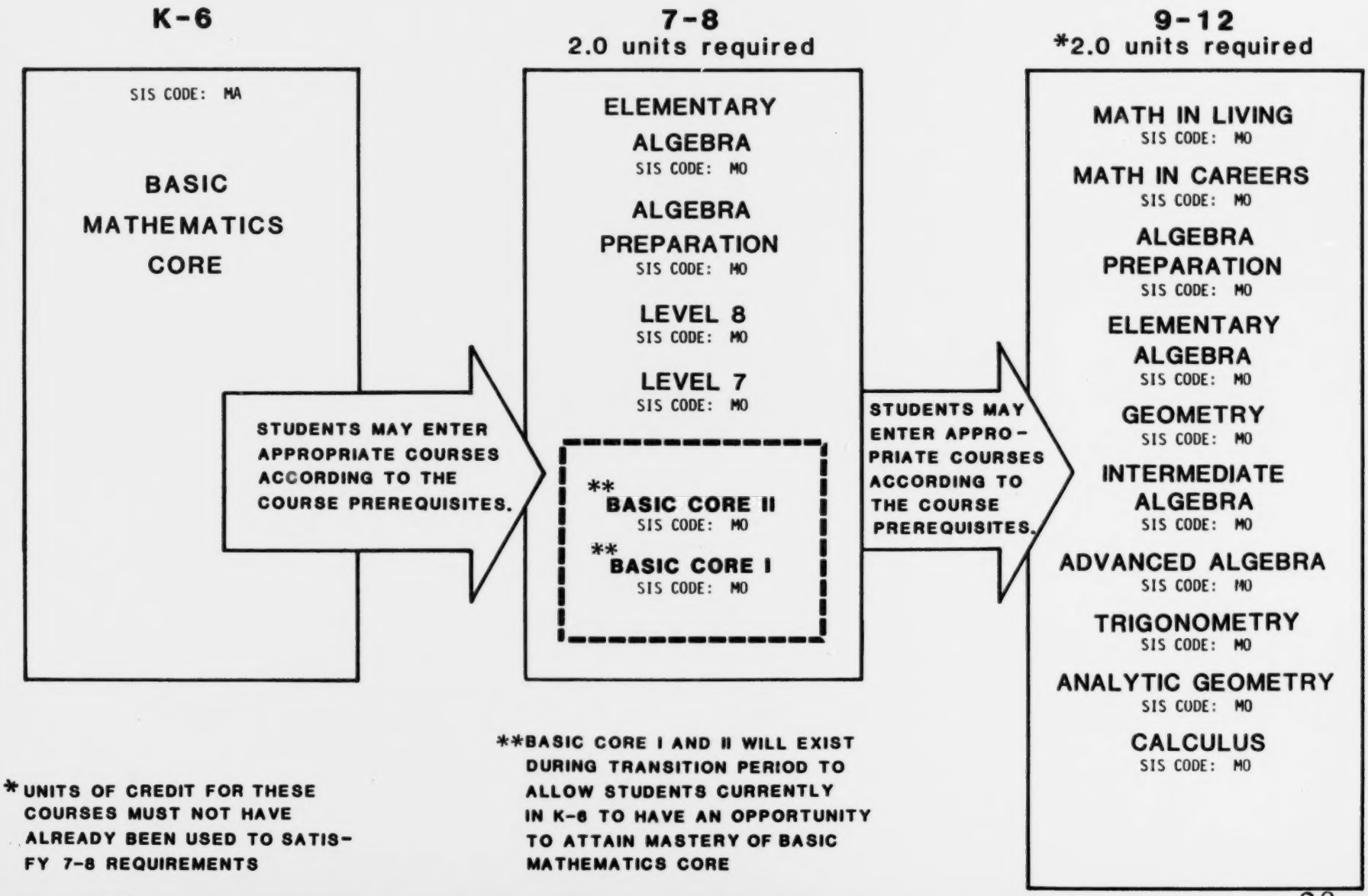
SIS CODE: LE

Levels 9-12

3.0 UNITS

mastery

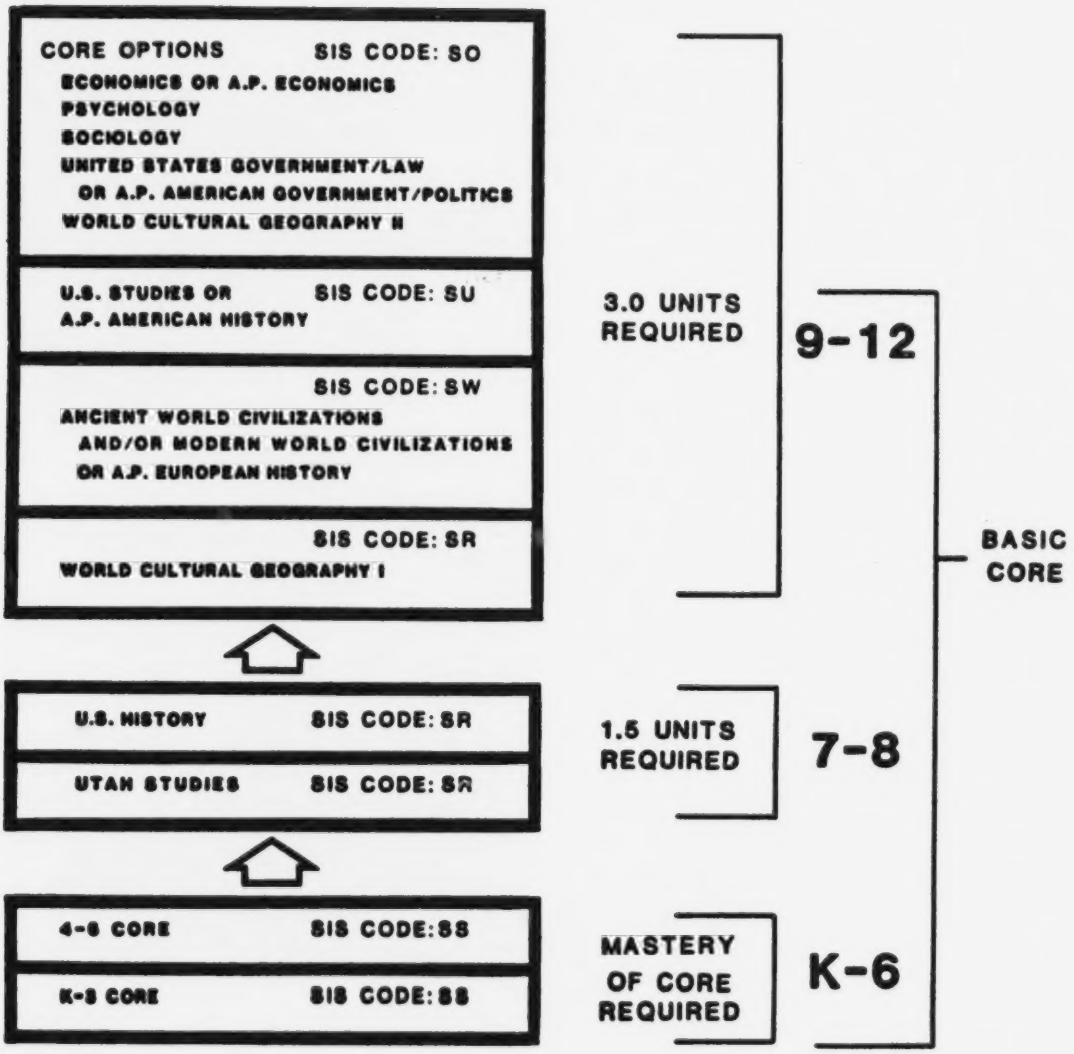
MATHEMATICS COURSE CHART



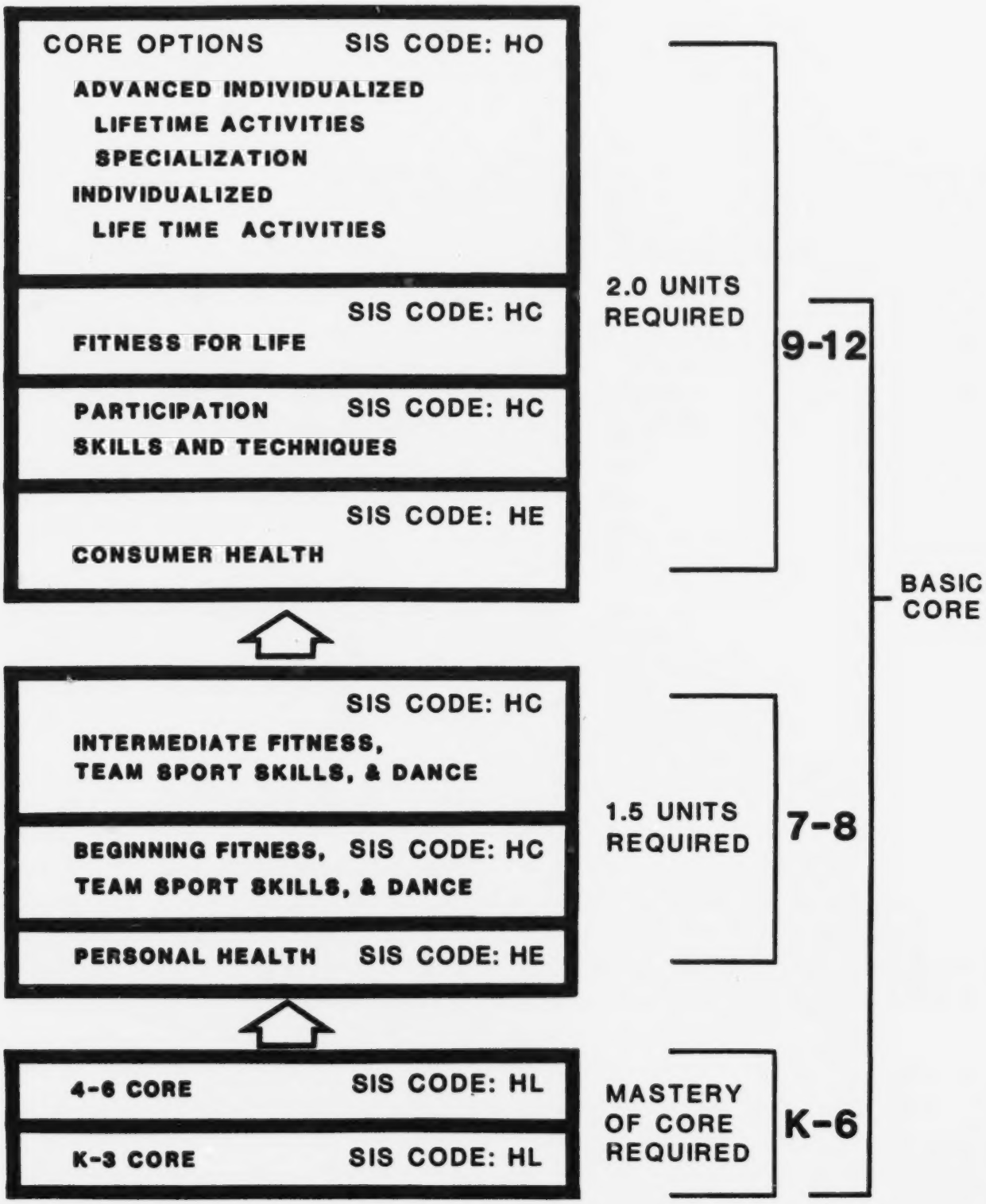
*UNITS OF CREDIT FOR THESE COURSES MUST NOT HAVE ALREADY BEEN USED TO SATISFY 7-8 REQUIREMENTS

**BASIC CORE I AND II WILL EXIST DURING TRANSITION PERIOD TO ALLOW STUDENTS CURRENTLY IN K-6 TO HAVE AN OPPORTUNITY TO ATTAIN MASTERY OF BASIC MATHEMATICS CORE

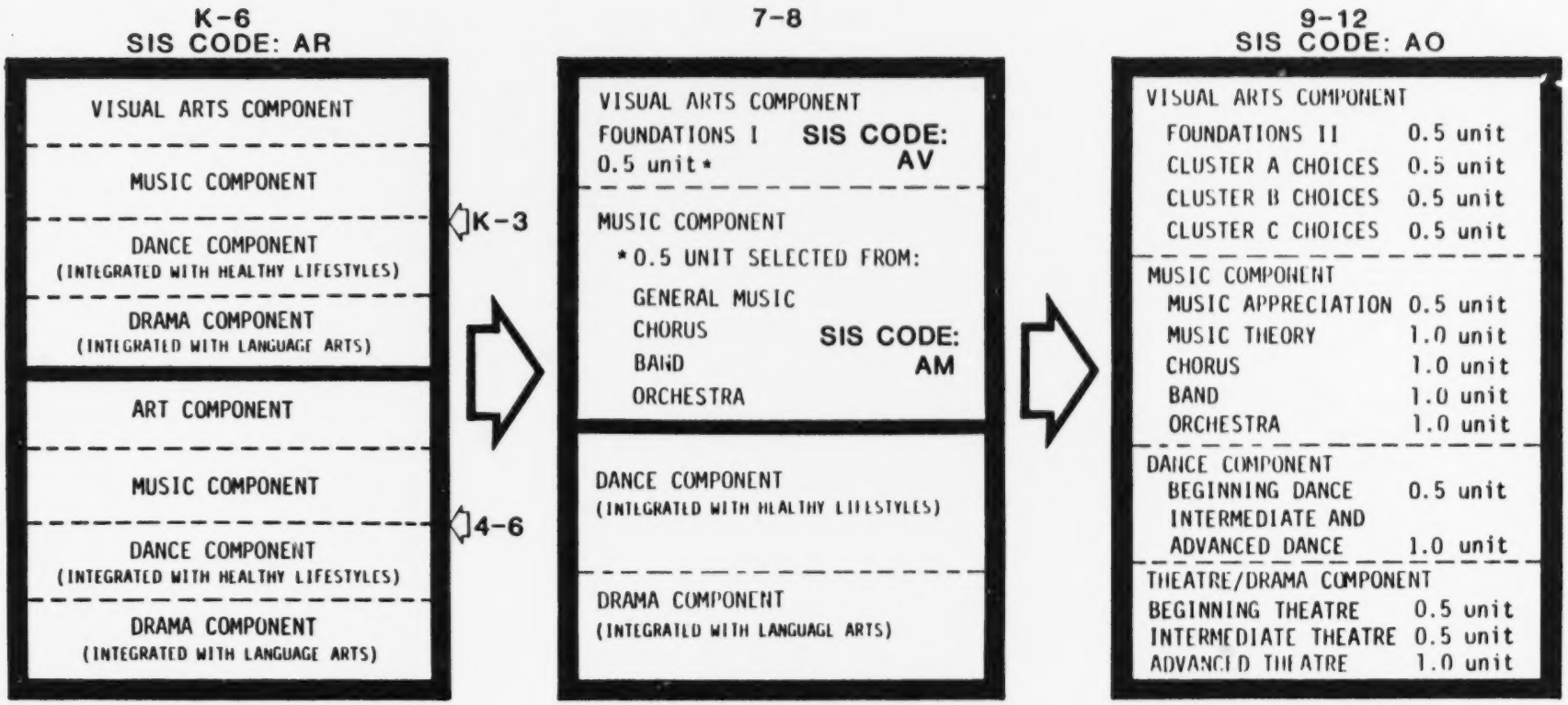
SOCIAL STUDIES COURSE CHART



HEALTHY LIFE-STYLES COURSE CHART



ARTS COURSE CHART



*In the case of a student who has an S.E.P. which indicates the intent to specialize in art or music, the district may approve, on an individual basis, either art or music courses to fulfill the seventh and eighth grades arts requirement.

A-1

CORE CURRICULUM FOR THE ARTS

The arts in the core include visual arts, dance, drama, and music. Education in the arts should develop students' abilities in each of three roles -- participant, observer/listener, and critic. These roles are distinct, yet complementary. The student's education is limited if he/she masters only one role; furthermore, each role requires a set of distinct skills which taken by itself is limited. When these skills are integrated, they provide the necessary and complete background for informed response in the arts.

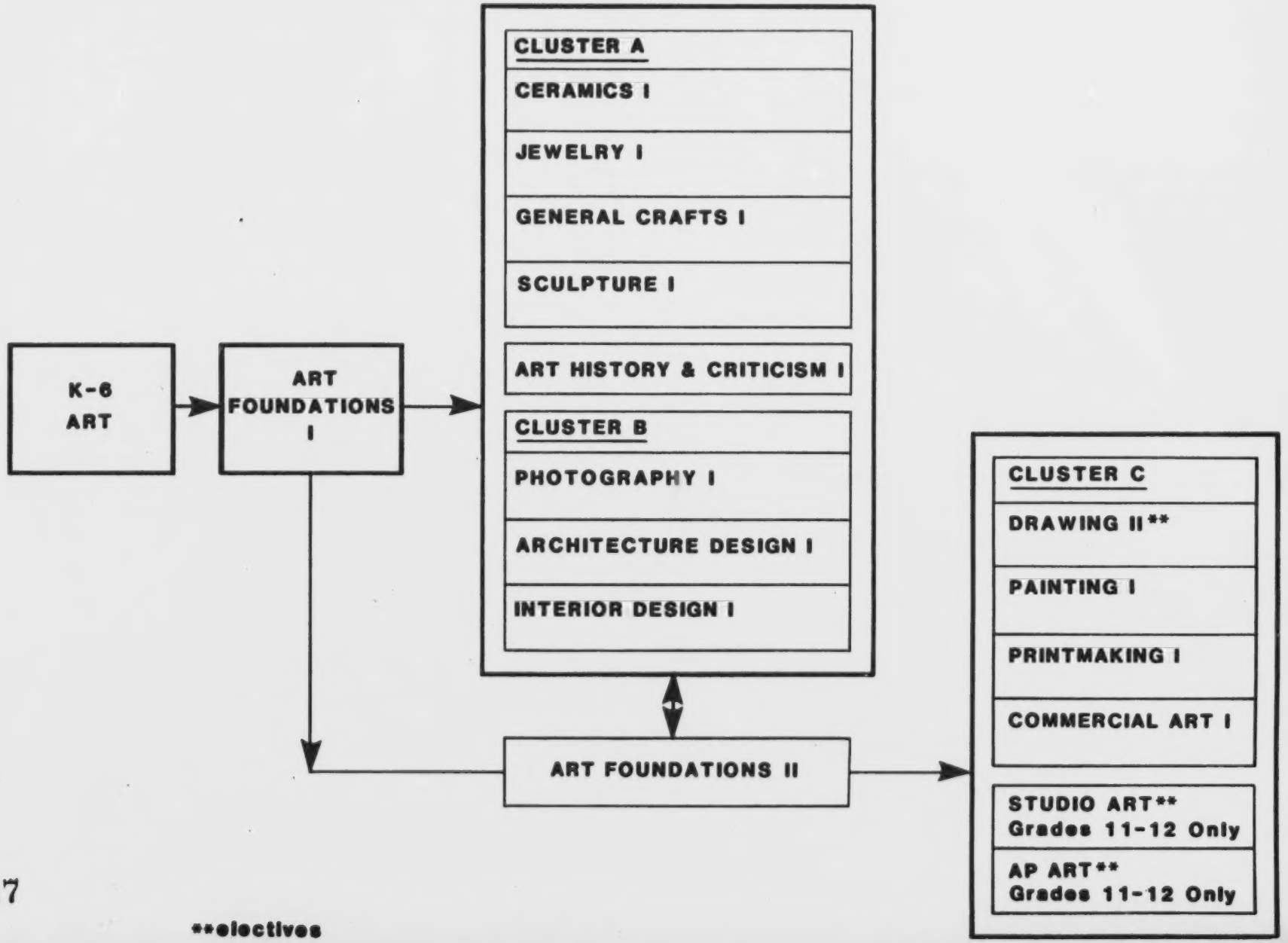
We take a participant role when we deal actively and directly with the medium of an art form, e.g., acting, painting, singing, or dancing. We take an observer/listener role whenever we actively respond to a work of art. We take a critic role whenever we make informed judgments about works of art.

It is the ability to work well in each of these roles that will encourage informed and appreciative responses to the arts. We risk prejudice and ignorance without programs designed to create skills and understanding in each of these roles. The roles of participant, observer/listener, and critic provide direction in establishing standards and objectives for each of the arts.

VISUAL ARTS COMPONENT

We are essentially visual beings who learn more by sight than by any other means. For this reason, art education is profoundly basic to both general education and implied education. It is difficult to imagine an activity or even a thought that does not involve perception and imagery. In addition to our preparations for life, visual arts have a significant influence on our culture and family life via such things as advertising, industrial design, packaging, architecture, and clothing design.

K-12 ART COURSES AND PREREQUISITES



**electives

VISUAL ARTS COMPONENT LEVEL K

V	A	L	E	V	E	L	K		

SIS NUMBER: 1000
SIS CODE: AR

COURSE DESCRIPTION, (Levels K-3)

The visual arts core covers 40 percent of the 206 foundation objectives found in the State Course of Study, Art Is Elementary. The lessons from Art is Elementary that correlate with the Visual Component are given in parenthesis after each objective. The focus of the core is threefold: (1) Providing students with experiences in making art, (2) helping them to develop observation skills for making aesthetic decisions, and (3) providing students with understanding that enables them to become art critics.

CORE STANDARDS OF THE COURSE

STANDARD 1000-01	The students will develop skills vital to making art by identifying and drawing the three basic shapes and simple variations of each, and by manipulating elementary art tools. (Participant)

OBJECTIVES

1000-0101. Draw, cut, or form the three basic shapes: circles, triangles, and rectangles (including squares). (15)

1000-0102. Identify circular, triangular, and rectangular characteristics of common objects. (33)

1000-0103. Improve primary motor skills by manipulating objects such as scissors, glue dispensers, brushes, crayons, and pencils.

1000-0104. Explore the use of a variety of art materials to accomplish the standard.

STANDARD 1000-02	The students will develop observation skills vital to looking at and discussing aesthetic form by identifying basic colors and color families and comparing objects in terms of size, color, shape, and position. (Observer/Listener)

OBJECTIVES

1000-0201. Point to an object and state its color. Point to a picture of an object and state its color. (14)

1000-0202. Point to an object and name its color family. Point to a picture of an object and name its color family. (23)

1000-0203. Compare objects in pictures by different artists and state how objects are alike or different with respect to size, color, shape, texture, or position.

1000-0204. Classify objects as "rough" or "smooth," both by feeling and by viewing objects or pictures of objects. (32)

STANDARD 1000-03	The students will develop skills vital to analyzing and evaluating works of art by comparing objects in terms of size, color, shape, texture, and position; and discussing works of art. (Critic)

OBJECTIVES

1000-0301. Compare the sizes, colors, shapes, textures, and arrangement of content in works of art.

1000-0302. Discuss the imagined and/or historic story (or message) of works of art.

VISUAL ARTS COMPONENT LEVEL 1

V	A	L	E	V	E	L	1		

SIS NUMBER: 1010
SIS CODE: AR

CORE STANDARDS OF THE COURSE

STANDARD 1010-01	The students will develop skills vital to making art by identifying cast shadows, showing facial expressions in drawing, creating simple clay forms, mixing colors, changing and comparing values, and comparing size relationships of common objects or living things. (Participant)

OBJECTIVES

1010-0101. Identify and draw shadows cast by people and objects. (Any representation of shadows is acceptable.) (35)

1010-0102. Demonstrate that a given object is larger, smaller, or the same size as another object, i.e, tree to house, or head to body. (37)

1010-0103. Create clay forms with the parts fused together, e.g., animals, plants, airplanes. (42)

1010-0104. Draw faces that show happiness, sadness, or other expressions. (45)

1010-0105. Mix two primary colors to get a secondary color. (49)

1010-0106. Add black or white to a color to change its value. (51)

1010-0107. Arrange objects or swatches of color in order of lightest to darkest. (34)

STANDARD 1010-02	The students will develop observation skills vital to looking at and discussing aesthetic form by telling how colors may be mixed and how the value of a color may be altered. (Observer/Listener)

OBJECTIVES

1010-0201. Look at an art print and tell what colors the artist mixed to paint a particular object in that picture. (49)

1010-0202. Point to an example of a color in an art print that was darkened with black; a color that was lightened with white. (51)

1010-0203. Select five objects in an art print and point to each of them in order of lightest to darkest. (34)

STANDARD 1010-03	The students will develop skills vital to analyzing and evaluating works of art and studying the artists who produced them by pointing out repetition, identifying effects of the environment, and discussing characteristics of the work or style of artists. (Critic)

OBJECTIVES

1010-0301. Explain the effects that cultures, climate, economics, and the availability of materials have on the design of buildings. (46)

1010-0302. Point out examples of repetition used in works of art (color, shape, texture, etc.). (47)

1010-0303. Discuss characteristics of the work or style of Hicks, Homer, Klee, Pollock, and Remington.

VISUAL ARTS COMPONENT LEVEL 2

V	A	L	E	V	E	L	2		

SIS NUMBER: 1020
SIS CODE: AR

CORE STANDARDS OF THE COURSE

STANDARD 1020-01	The students will develop skills vital to making art by creating drawings, showing objects in realistic context, having a simple printmaking experience, and mixing secondary and tertiary colors. (Students' products may range from realistic to abstract applications of the objectives.) (Participant)

OBJECTIVES

1020-0101. Produce a picture with the sky color extending from the top of the picture down to the objects on the horizon. (58)

1020-0102. Draw vertical objects, such as trees and chimneys, perpendicular to the ground line. (59)

1020-0103. Draw people or objects showing logical scale relationships, e.g., parent taller than child, house larger than automobile. (60)

1020-0104. Use lines to describe the contour of objects and produce a pattern by repeating one or more shapes. (61)

1020-0105. Create prints by stamping or relief print methods. (62)

1020-0106. Use lines, dots, and shapes to add textural details such as brick, grass, shingles, and hair. (63)

1020-0107. Overlap objects in a picture to suggest depth. (65)

1020-0108. Begin a drawing with methods such as blocking in, simplifying as stick figures, and drawing the action. (33)

1020-0109. Label a color wheel; mix secondary and tertiary colors. (72)

1020-0110 Use a variety of media and materials in implementing the objectives of Standard I.

STANDARD 1020-02	The students will develop observation skills vital to looking at and discussing aesthetic form by telling how colors seem warm or cool, by pointing out the effects of black and white on other colors, and by exhibiting a basic understanding of the color wheel. (Observer/Listener)

OBJECTIVES

1020-0201. Point out contrasts (black and white) in an art print and ways in which they reinforce and brighten colors. (68)

1020-0202. Distinguish colors as warm or cool. (71)

1020-0203. Point out the use of secondary and tertiary colors in an art print. (72)

STANDARD 1020-03	The students will develop skills vital to analyzing and evaluating works of art and the artists who produced them by telling how elements relate to parts of a composition, discussing the effects of warm and cool colors, and by identifying characteristics of the work or style of five new artists. (Critic)

OBJECTIVES

1020-0301. Point out where the artist used one or more elements to relate parts of a composition to each other in an art print, e.g., by repeating a color or texture or by overlapping. (69)

1020-0302. Discuss the effects of warm and cool colors in a work of art. (71)

1020-0303. Identify a characteristic of the work or style of Brueghel, Chagall, Gainsborough, Rouseau, and Millet.

VISUAL ARTS COMPONENT LEVEL 3

V	A	L	E	V	E	L	3		

SIS NUMBER: 1030
SIS CODE: AR

CORE STANDARDS OF THE COURSE

STANDARD 1030-01	The students will develop skills vital to making art by creating drawings that illustrate an understanding of unity, simple perspective concepts, cast shadows, and strategies for starting a picture. (Students' products may range from realistic to abstract application of the objectives.) (Participant)

OBJECTIVES

1030-0101. Create the appearance of depth by drawing objects smaller as they get farther away. (76)

1030-0102. Illustrate how cast shadows fall away from the light source. (82)

1030-0103. Use a pair of complementary colors, plus their tints or shades to create a design in which one hue is dominant. (93)

1030-0104. Draw distant objects more flat and with less detail. (89)

1030-0105. Draw a picture in which the relative sizes of different subjects and their parts are represented. (92)

1030-0106. Produce a three-dimensional form and give attention to every possible view, i.e. top, bottom, and inside. (95)

1030-0107. Begin a drawing with methods such as blocking in, simplifying as stick figures, and drawing the action.

1030-0108. Use a variety of media and materials in implementing the objectives of Standard I.

STANDARD 1030-02	The students will develop observation skills vital to looking at and discussing aesthetic form by demonstrating an understanding of how function influences design, how artists organize space, and how colors may be used to create contrast and optical weight. (Observer/Listener)

OBJECTIVES

1030-0201. Describe two or more ways that all of the space in an arrangement (art print) has been used. (77)

1030-0202. Describe how the function of an object influenced its form, i.e., an airplane's function influences its shape. (87)

1030-0203. Point to an example of a dominant hue in an art print or an advertisement. (93)

1030-0204. Point out an example of one color being more prominent than another in a picture, i.e., brighter, darker, or larger in area. (94)

1030-0205. Indicate parts of a picture in which objects that contrast with their backgrounds have more visual weight than those that blend with their backgrounds. (96)

1030-0206. Identify common objects whose forms resemble the cone, cube, cylinder, sphere, or pyramid. (92)

STANDARD 1030-03	The students will develop skills vital to analyzing and evaluating works of art and studying the artists who produced them by pointing out the use of contrast and focal points in an art print and identifying characteristics of the work or style of five new artists. (Critic)

OBJECTIVES

1030-0301. Compare ways in which artists have used contrast to create focal points. (74)

1030-0302. Describe how contrast between a subject and its background makes one of them seem closer to the viewer. (75)

1030-0303. Identify a characteristic of the work or style of Morrisot, Harnett, Picasso, Rembrandt, and Seurat.

MUSIC COMPONENT

The basic role of music should be the aesthetic and musical development of the individual. Music is a medium for the educational development of the student and should provide opportunity for individual growth and positive recognition. Music performance is also a medium for the educational development of the student and may be used for the purpose of strengthening public relations and providing entertainment in the community.

Experiences in music should provide a conceptual understanding of the basic properties of melody, harmony, timbre, dynamics, and form. If music is to achieve its basic role, there must be a well-balanced, sequential course of study. In addition to extensive, creative, and recreative opportunities that develop a functional understanding of music, there should also be experiences in listening, structural analysis, theory, and historical understanding of cultural development resulting in aesthetic appreciation.

Mastery of the music core is achieved when the student understands the concepts and demonstrates the skills contained in one level sufficiently to move to the next level. Please note that the core does not constitute the entire course at any level. It represents only the essential requirements that every student should master. Additional concepts and skills in music should be part of the music program in every grade level and course.

MUSIC COMPONENT LEVEL K

M	U	L	E	V	E	L	K		

SIS NUMBER: 1500
SIS CODE: AR

COURSE DESCRIPTION, (Levels K-3)

The music program in the primary grades is designed for students to develop their musical awareness, interests, potentials, and appreciation. Experiences will include singing songs, both by rote and through musical notation; listening to music, both recorded and live; playing simple classroom melodic and percussion instruments; creating simple melodies for singing or playing on classroom instruments; and moving expressively to music.

CORE STANDARDS OF THE COURSE

STANDARD 1500-01	The students will develop vocal techniques and skills related to singing a variety of songs in a natural voice. (Participant)

OBJECTIVES

1500-0101. Sing with a voice that is natural and produced without strain.

1500-0102. Sing a variety of songs including action songs and singing games.

1500-0103. Sing simple tonal patterns in echo to the teacher.

STANDARD 1500-02	The students will develop techniques and skills related to playing simple percussion instruments. (Participant)

OBJECTIVES

1500-0201. Clap, march, or play simple percussion instruments to the beat of songs, chants, or nursery rhymes.

1500-0202. Play simple percussion instruments and demonstrate how sounds are produced on each one.

STANDARD 1500-03	The students will develop listening techniques and skills involved in identifying rhythm, melody, dynamics, form, and musical instruments. (Observer/Listener, Critic)

OBJECTIVES

1500-0301. Identify the beat in familiar songs.

1500-0302. Discriminate between loud-soft, fast-slow, long-short, and sound-silence.

1500-0303. Discriminate between high-low and up-down.

1500-0304. Identify when a melody moves up or down or stays the same.

1500-0305. Identify rhythmic phrases as being the same or different.

1500-0306. Identify classroom rhythm and melody instruments, e.g., rhythm sticks, triangles, sand blocks, xylophones.

1500-0307. Become familiar with at least one composition of each of the following composers:

Camille Saint Saens (Example: "Carnival of the Animals");
Robert Schumann (Example: "Wild Horseman" and "Happy Farmer");
Nikolai Rimsky Korsakov (Example: "Flight of the Bumblebee").

STANDARD 1500-04	The students will identify music as a language. (Participant, Critic)

OBJECTIVES

1500-0401. Recognize that sounds can be represented by pictures, geometric shapes, or other symbols.

STANDARD 1500-05	The students will create simple movement and rhythmic patterns. (Participant, Observer/Listener)

OBJECTIVES

1500-0501. Express, through movement, the rhythms of nature, the movements of the animal kingdom, and the activities of their own special world.

1500-0502. Create simple rhythmic patterns using the voice or percussion instruments.

MUSIC COMPONENT LEVEL 1

M	U	L	E	V	E	L	1		

SIS NUMBER: 1510
SIS CODE: AR

CORE STANDARDS OF THE COURSE

STANDARD 1510-01	The students will develop vocal techniques and skills related to singing a variety of songs in a comfortable range. (Participant)

OBJECTIVES

1510-0101. Sing with an awareness of pitch, using a voice that is natural and produced without strain within a comfortable range.

1510-0102. Sing a variety of songs including action songs, folk songs, and singing games.

1510-0103. Sing tonal patterns in echo to the teacher.

STANDARD 1510-02	The students will develop techniques and skills related to playing simple percussion and melodic instruments. (Participant)

OBJECTIVES

1510-0201. Perform rhythmic patterns in 2s and 3s by clapping, stepping, or playing percussion instruments in echo to the teacher.

1510-0202. Play simple percussion and melodic instruments and demonstrate how sounds are produced on each one.

STANDARD 1510-03	The students will develop listening techniques and skills involved in identifying rhythm, melody, dynamics, form, and musical instruments. (Observer/Listener, Critic)

OBJECTIVES

1510-0301. Identify the beat in familiar songs.

1510-0302. Discriminate between loud-soft, fast-slow, long-short, and sound-silence in a musical context.

1510-0303. Identify when a melody moves up or down or stays the same.

1510-0304. Identify melodic or rhythmic phrases as being the same or different.

1510-0305. Identify violin, flute, trumpet, trombone, snare drum, piano, and guitar.

1510-0306. Become familiar with at least one composition of each of the following composers:

Sergei Prokofiev (Example: "March from the Love for Three Oranges");
Franz Joseph Haydn (Example: "Theme and Variations from Surprise Symphony")
Peter Ilyitch Tchaikovsky (Example: "Nutcracker Suite.")

STANDARD 1510-04	The students will identify and use some musical symbols and terms. (Participant, Critic)

OBJECTIVES

1510-0401. Identify and understand music symbols, terms, and signs which include piano (p), pianissimo (pp), forte (f), fortissimo (ff), beat, composer, rest, and melody.

1510-0402. Interpret pictures, geometric shapes, or other symbols into sounds.

STANDARD 1510-05	The students will create simple movement, rhythmic, and melodic patterns. (Participant, Observer/ Listener)

OBJECTIVES

1510-0501. Show through movement the mood (sad-happy), rhythm (even-uneven), melody (high-low), and tempo (fast-slow) of a simple piece of music.

1510-0502. Create simple rhythmic and melodic patterns using the voice or musical instruments.

MUSIC COMPONENT LEVEL 2

M	U	L	E	V	E	L	2		

SIS NUMBER: 1520
SIS CODE: AR

CORE STANDARDS OF THE COURSE

STANDARD 1520-01	The students will develop vocal techniques and skills related to singing a variety of songs on pitch. (Participant)

OBJECTIVES

1520-0101. Sing on pitch, using a voice that is natural and produced without strain within a comfortable range.

1520-0102. Sing a variety of songs including folk, patriotic, and singing games.

1520-0103. Sing tonal patterns in echo to the teacher.

STANDARD 1520-02	The students will develop techniques and skills related to playing simple rhythmic and melodic instruments, and use them to accompany musical selections. (Participant)

OBJECTIVES

1520-0201. Perform rhythmic patterns in 2s and 3s by clapping, stepping, or playing percussion instruments in echo to the teacher.

1520-0202. Play rhythmic and melodic instruments to accompany musical selections.

STANDARD 1520-03	The students will develop listening techniques and skills involved in identifying rhythm, melody, dynamics, form, mood, and musical instruments. (Observer/Listener, Critic)

OBJECTIVES

1520-0301. Identify the beat in patterns of 2s, and 3s in familiar songs.

1520-0302. Identify when a melody stays the same, moves by steps, or skips.

1520-0303. Identify melodic or rhythmic phrases as being the same or different and recognize two-part (AB) form.

1520-0304. Describe how dynamics and tempo contribute to the mood of a piece.

1520-0305. Identify viola, string bass, tuba, bassoon, cymbals, clarinet, and bass drum.

1520-0306. Become familiar with at least one composition of each of the following composers:

Maurice Ravel (Example: "Mother Goose Suite");
Ferde Grofe (Example: "Grand Canyon Suite");
Richard Rodgers (Example: "The March of the Siamese Children from the King and I").

STANDARD 1520-04	The students will identify musical symbols and terms and use simple tonal patterns. (Participant, Critic)

OBJECTIVES

1520-0401. Identify and understand music symbols, terms, and signs which include melodic pattern, rhythmic pattern, form, dynamics, crescendo (<), decrescendo (>), tempo, mezzo piano (mp), and mezzo forte (mf).

1520-0402. Identify the notes in a simple tonal pattern using syllables, numbers, and/or letter names.

STANDARD 1520-05	The students will respond to music with appropriate body movements and create melodies. (Participant, Observer/Listener)

OBJECTIVES

1520-0501. Respond with appropriate body movements to melody, rhythm, phrasing, dynamics, and tempo.

1520-0502. Create melodies for simple rhymes or other forms of poetry using the voice or musical instruments.

MUSIC COMPONENT LEVEL 3

M	U	L	E	V	E	L	3		

SIS NUMBER: 1530
SIS CODE: AR

CORE STANDARDS OF THE COURSE

STANDARD 1530-01	The students will develop vocal techniques and skills related to singing a variety of songs including chants and two-part rounds. (Participant)

OBJECTIVES

1530-0101. Sing on pitch producing a pleasing tone, using correct posture and proper breathing habits.

1530-0102. Sing a variety of songs including folk, patriotic, seasonal, and singing games.

1530-0103. Sing chants to simple songs and two-part rounds.

STANDARD 1530-02	The students will develop techniques and skills related to playing a variety of rhythmic and melodic instruments. (Participant)

OBJECTIVES

1530-0201. Perform rhythmic patterns in 2/4 and 3/4 time on melody and/or percussion instruments.

1530-0202. Play a variety of classroom instruments including tone bells.

STANDARD 1530-03	The students will develop listening techniques and skills involved in identifying rhythm, melody, dynamics, form, mood, and groups of musical instruments. (Observer/Listener, Critic)

OBJECTIVES

1530-0301. Identify accent and meter in familiar songs.

h1530-0302. Identify when a melody stays the same, moves by steps, or skips.

1530-0303. Identify two-part (AB) and three-part (ABA) musical forms.

1530-0304. Identify mood, tempo, and dynamics while listening to various types of music.

1530-0305. Classify orchestral instruments into groups of strings, woodwinds, brass, and percussion; and identify cello, oboe, and French horn.

1530-0306. Become familiar with at least one composition of each of the following composers:

Edvard Grieg (Example: "Peer Gynt Suite");
Englebert Humperdinck (Example: "Hansel and Gretel Overture");
Kenneth J. Alford (Example: "Colonel Bogey March").

STANDARD 1530-04	The students will identify musical language including sound/symbol relationships in simple melodies. (Participant, Critic)

OBJECTIVES

1530-0401. Identify and understand music symbols, terms, and signs which include accent, mood, meter, whole note, half note, quarter note, eighth note, whole rest, half rest, quarter rest, eighth rest, staff, treble clef, bar line, and measure.

1530-0402. Identify the notes of a simple melody, using syllables, numbers, and/or letter names.

STANDARD 1530-05	The students will respond to music with appropriate body movements, as well as create accompaniments to melodies. (Participant, Observer/Listener)

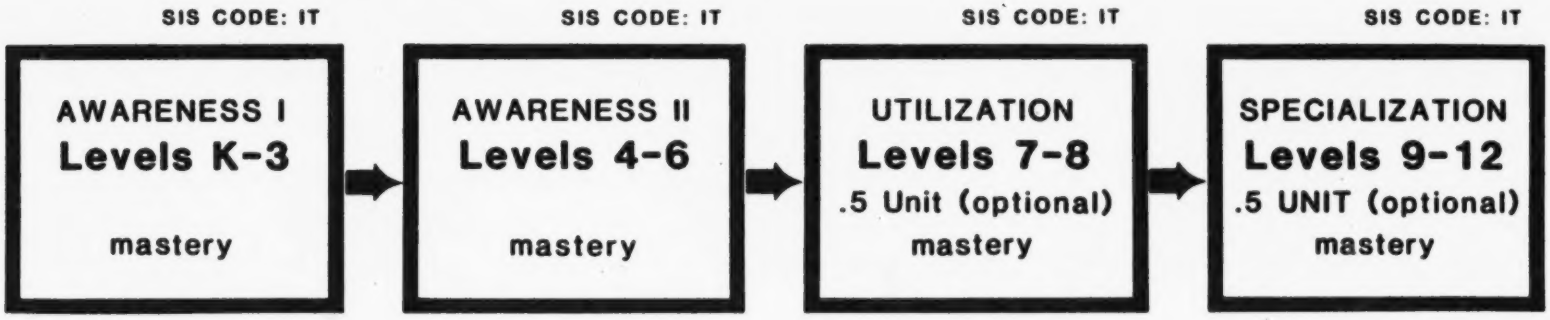
OBJECTIVES

1530-0501. Respond to beat, accent, rhythm, pattern, and changing meters through movement and dance.

1530-0502. Create simple accompaniments to melodies using the voice or musical instruments.

INFORMATION TECHNOLOGY

CORE CURRICULUM



B-i

CORE CURRICULUM FOR INFORMATION TECHNOLOGY STUDIES

GENERAL

This document represents the core standards and objectives for the information technology studies curriculum approved by the Utah State Board of Education. These standards represent only a minimal portion of the topics to be covered in curriculum implemented by the local districts. It is intended that local districts build upon these core standards and establish a full curriculum.

The standards herein enumerated are classified into three general areas: AWARENESS, UTILIZATION, and SPECIALIZATION. These three general areas of study are approved by the Utah State Board of Education as being required for high school graduation beginning with the graduating class of 1988. The AWARENESS area represents the elementary standards, K-6. UTILIZATION represents the middle/junior high school standards, grades 7-8. The SPECIALIZATION area may be approached in a variety of ways, any of which will fulfill the requirement for senior high school, grades 9-12.

Information Technology standards may be taught either by infusing them into other areas of the curriculum or in a specific class(s). Infusion requires the district to submit a plan detailing at what level and in which class each standard will be taught. Districts opting to establish a specific class MAY offer the .5 credit grades 7-12.

PHILOSOPHY

All students in the state of Utah should have the opportunity to become better learners. Information technologies, and specifically computer literacy, enable students to function in a computer- and information-based society. Students must meet their own needs and the needs of society by utilizing computers, other technologies, and their applications. Students must develop the skills necessary to communicate, to effectively use technology to facilitate their learning throughout life. They should realize the implications and potential of technology relative to an information society and the world in which they live.

The teaching of programming languages is considered to be beyond the scope of this document and these standards. Simple programming or system languages and construction of procedures used to illustrate certain concepts is highly encouraged. But, at the same time, it is also realized that it is possible to facilitate the teaching of these concepts using various existing software packages and other techniques which may be used independent of computers.

More extensive programming experiences with the computer as the object of instruction should be considered in a separate environment. These other more extensive programming experiences, usually in the form of "beginning" or "advanced" programming classes are highly recommended and encouraged.

However, since these types of computer experiences are highly machine dependent and require a much higher level of expertise and training on the part of teachers, it is recommended that districts pursue programming training for students only after training a sufficient number of teachers to adequately address the need.

Sound teaching techniques and strategies should be developed to teach programming skills. It is imperative that strategies such as "top-down" or "structured" programming be conveyed to students at all levels of instruction. It should be the intent of programming experiences to help the student be better able to control information technologies and direct that control for the positive and productive utilization of the technology as a tool to aid in problem solving.

To implement the information technology standards, we recommend keyboarding awareness be taught in the elementary grades. Formal keyboarding skills training involving such topics as speed, accuracy, style, etc., should begin no later than the ninth grade. Utilizing this or similar approaches, it is possible for students to begin to make more efficient use of information technologies at an earlier age. This approach also allows for less dedication of hardware for teaching keyboarding skills, a lower degree of training relative to teaching keyboard awareness, and related skills for classroom teachers at the K-8 levels. In addition, current classes at the secondary level designed to teach typing (keyboarding) skills could remain somewhat intact and simply reinforce and extend proper skills already initiated (in a rudimentary fashion) at earlier levels.

INFORMATION TECHNOLOGY STUDIES LEVELS K-3

SIS NUMBER: 2030
SIS CODE: IT

COURSE DESCRIPTION, (Levels K-3)

The information technology studies in Levels K-3 emphasize the study of the fundamental operation of computers and related information technologies. Specifically, the standards focus on two major abilities: (1) identifying and operating the major parts of a computer system; (2) loading and running an existing program or procedure. Keyboarding skills are taught at a beginning awareness level.

CORE STANDARDS OF THE COURSE

STANDARD 2030-01	The students will identify the major parts of a computer (information) system.

OBJECTIVES

2030-0101. Identify various devices used to put information (data) into a computer such as tape player, disk drive, touch sensitive screen, keyboard, card reader, or cartridge (input).

2030-0102. Identify various devices used to store, display, or print information processed by a computer such as tape player, disk drive, video monitor, or printer (output).

STANDARD 2030-02	The students will demonstrate basic start-up of a computer (information) system.

OBJECTIVES

2030-0201. Show the correct sequence for turning on the equipment.

2030-0202. Demonstrate the use of the keyboard and use of special purpose keys.

2030-0203. Demonstrate the procedure for turning off the equipment.

STANDARD 2030-03	The students will demonstrate the general function and basic care of the major parts of a computer (information) system.

OBJECTIVES

2030-0301. Demonstrate the general input function of various devices such as tape drive, disk drive, touch sensitive screen, keyboard, card reader, or cartridge (input).

2030-0302. Demonstrate the general output function of devices such as tape players, disk drives, video monitors, and printers used to store, display, or print information processed by a computer (output).

2030-0303. Identify and avoid potential hazards to equipment operation such as magnetic fields, dirt/dust, heat, moisture, and abuse.

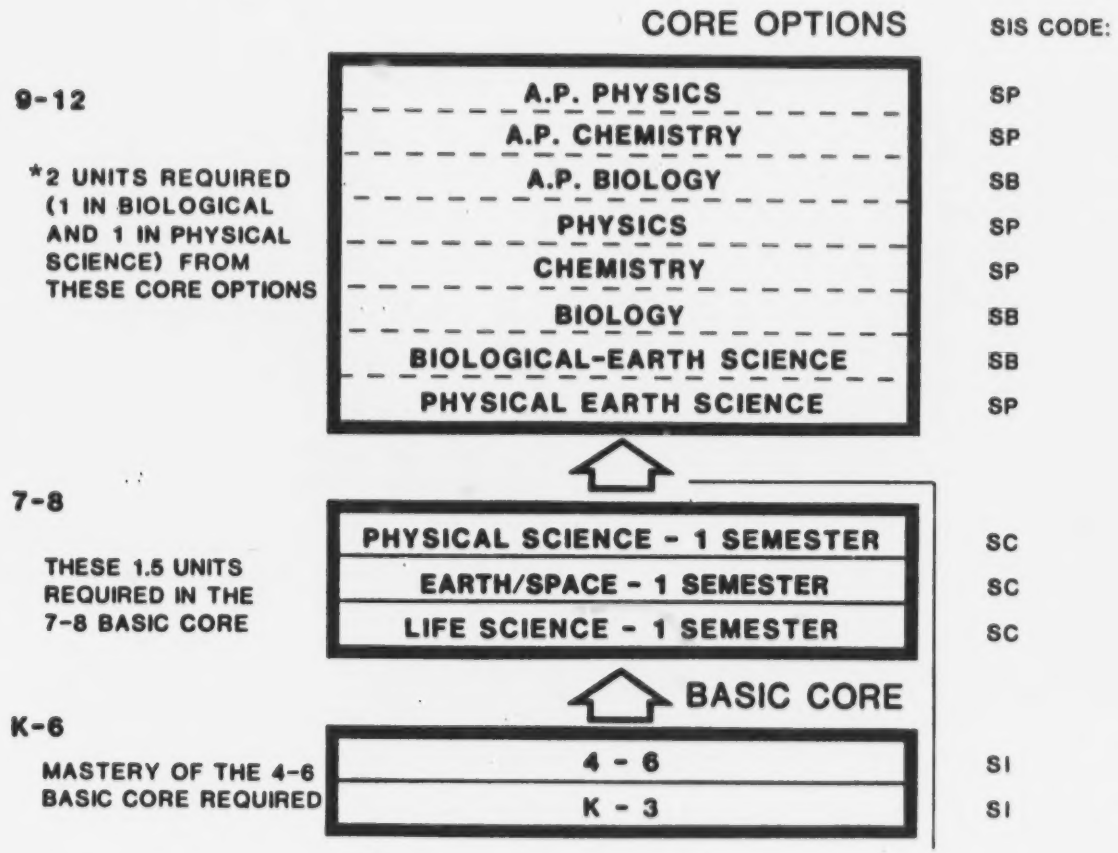
STANDARD 2030-04	The students will load and run existing software.

OBJECTIVES

2030-0401. Demonstrate the correct procedure for loading an existing piece of software.

2030-0402. Demonstrate the correct procedure for making existing software run.

SCIENCE COURSE CHART



*In the event that a student's SEP indicates the intent to specialize in an area of science in which training in both areas -- biological and physical -- would not be essential, the district may approve on an individual basis, two biological or two physical science courses to fulfill the high school science core requirements.

SCIENCE

The need to impart to all students some familiarity with modern science has come to assume major importance beyond the traditional education. Even if their future goals and occupations should be far removed from scientific fields, all of today's students will have to live in a world increasingly dominated by the rapid proliferation of its technological consequences. Furthermore, they will often be called upon to make decisions involving scientific considerations which could significantly affect the quality of life in our society.

Science should help students to live meaningfully and responsibly in a changing world, to perceive that there is order in the universe--that cause and effect relationships are present everywhere, to learn to search for answers and to question the accuracy and validity of those answers, to understand the importance of living their lives in harmony with all of nature's other creatures, and to relate the concepts of science to the practical application in future employment choices and careers.

The science core may be taught in a variety of ways and the scope and sequence within a level or course is not "sacred." The approach has been to give students instruction in the life, earth-space, and physical sciences in a spiral format in grades K-6; in grades 7-8 these areas are covered in semester courses; and in grades 9-12 the requirement is for one biological science course and one physical science course from a selected group of core options.

Critical to the science instruction given Utah students is the need to involve <u>active</u> science inquiry. The processes of science--observing, classifying, inferring, predicting, measuring, communicating, using space/time relations, defining operationally, formulating hypotheses, experimenting, recognizing variables, interpreting data, formulating models--are as essential to student learning as the content and concepts. The laboratory and outdoor classroom are excellent settings for instructing these process skills.

To teach science effectively, it must be taught <u>safely</u>. Instruction and practice in safe handling of materials and equipment is a paramount responsibility of the science teacher. Safety is preventing an accident which might result in injury, not merely dealing with the accident after it has occurred.

The science core focuses on the "what" not the "how" or "when." Teachers should note that the core does not constitute the whole content of any grade level or course and represents a minimal requirement. The teacher develops the sequence for instruction and determines methodology, subject matter, resources, references, projects and media for students.

SCIENCE LEVEL K

S	C	I		L	E	V	E	L		K		

SIS NUMBER: 3000
SIS CODE: SI

COURSE DESCRIPTION, (Levels K-3)

The students' learning experiences in Levels K-3 are derived from their interests and investigations of the environment. Real or contrived, the environment must be one that interests them and one in which they are active participants. Learning experiences are equally drawn from the areas of life science, physical science, and earth science. Students, using their five senses, investigate some observable and inferential characteristics and phenomena of plants and animals, matter and energy, earth and space, natural resources, ecology, weather, and seasons. The students' learning activities in each of the levels should be centered around concrete experiences. By the end of Level 3, most of the students should be able to demonstrate the ability to use the basic process skills of observing, classifying, inferring, recognizing and controlling variables, predicting and interpreting data, and experimenting and communicating.

CORE STANDARDS OF THE COURSE

STANDARD 3000-01	The students will use the five senses to gather and compare information about their natural environment.

OBJECTIVES

3000-0101.	Determine the shape, size, and texture of a common object: e.g., ruler--rectangle; nesting blocks--large, small; sandpaper--rough; cotton--soft.
3000-0102.	Compare the color, shape, size, texture, and location of common objects: e.g., tooth--white; peak of house--triangle; tree--large; leaf--smooth; mountain--far.
3000-0103.	Identify and distinguish some common sweet, sour, salty, and bitter foods: e.g., marshmallow--sweet; lemon--sour; pretzel--salty; bitter chocolate or whole cloves--bitter.
3000-0104.	Recognize some common scents and odors, e.g., pine needles, perfume, cinnamon stick, onion.

3000-0105. Students will identify sounds and sources of sounds, e.g., telephone, whistle, vacuum.

3000-0106. Infer which sense or senses are used to make an observation: e.g., fingers--touch; eyes--sight; nose--smell; tongue--taste; ears--hear.

STANDARD 3000-02	The students will categorize animals according to similarities and differences.

OBJECTIVES

3000-0201. Conclude that there are many different kinds of animals.

3000-0202. Compare how animals differ in size, shape, and color.

3000-0203. Group animals as domestic and wild animals.

3000-0204. Recognize different body coverings of animals, e.g., fur, shell, feathers, hair.

3000-0205. Show how animals move: e.g., snails--crawl; sea gulls--fly; kangaroos--jump.

3000-0206. Distinguish likenesses and differences between young animals and their parents.

STANDARD 3000-03	The students will observe and describe variations in plants.

OBJECTIVES

3000-0301. Recognize different kinds of plants, e.g., grass, bushes, flowers, trees.

3000-0302. Observe that different plants grow at different rates.

3000-0303. Show that some plants have seeds and discover that seeds differ in size, shape, and color.

3000-0304. Discover that a seed is a living thing and can grow into a plant.

3000-0305. Demonstrate that plants have many parts; some parts grow above the ground and some underground.

STANDARD 3000-04	The students will use magnets and identify objects that are affected by magnets.

OBJECTIVES

3000-0401. Use magnets and describe what they look and feel like.

3000-0402. Find objects that are attracted by a magnet and objects that are not.

STANDARD 3000-05	The students will observe and describe some basic components of weather.

OBJECTIVES

3000-0501. Compare the characteristics of sunny days, rainy days, cloudy days, windy days, snowy days, and foggy days, or a combination of these.

3000-0502. Recognize that clouds affect the weather and have different shapes.

3000-0503. Discover that the sun warms the earth, air, and objects and helps determine the weather.

3000-0504. Demonstrate that wind is moving air.

STANDARD 3000-06	The students will describe and compare seasonal changes in plants, animals, and people.

OBJECTIVE

3000-0601. Identify some characteristics of each season.

3000-0602. Investigate how trees and other plants look during the different seasons.

3000-0603. Compare and contrast the habits and activities of animals and people during the different seasons.

SCIENCE LEVEL I

S	C	I		L	E	V	E	L		I	

SIS NUMBER: 3010
SIS CODE: SI

CORE STANDARDS OF THE COURSE

STANDARD 3010-01	The students will use their five senses to perceive and organize objects and events.

OBJECTIVES

3010-0101. Classify (group) objects by size, color, and shape.

3010-0102. Put in order a collection of at least three like objects according to size or weight, e.g., shortest to tallest, lightest to heaviest.

3010-0103. Identify the sources of different sounds, odors, tastes, and light.

3010-0104. Compare and describe different kinds of texture.

3010-0105. Identify the eyes, ears, nose, tongue, and skin as parts of the body that can detect particular sensations.

STANDARD 3010-02	The students will group animals according to their physical characteristics and identify the basic needs of animals.

OBJECTIVES

3010-0201. Investigate a variety of animals and discuss some likenesses and differences among them.

3010-0202. Group animals as those that hatch and those that are born alive.

3010-0203. Identify and name some common animals; describe the places where they live and why they live there.

3010-0204. Infer that all animals need food, air, water, and shelter.

3010-0205. Recognize that animals need proper care and handling.

STANDARD 3010-03	The students will describe and group plants and seeds; categorize plant parts; identify plants as living organisms; and experiment with seeds.

OBJECTIVES

3010-0301. Describe similarities and differences in plants and seeds.

3010-0302. Discover that seeds and plants differ in size, color, shape, texture, and outer covering.

3010-0303. Identify seeds, leaves, roots, stems, and flowers as being common to most plants.

3010-0304. Find out what is inside a seed, e.g., peanut or bean shows example of leaf and root; and determine conditions needed for seeds to sprout, e.g., warmth, moisture, air.

3010-0305. Investigate variations in the ways that plants produce and disperse seeds.

3010-0306. Recognize that seeds develop into the same kind of plant that the seed came from and both are living organisims.

STANDARD 3010-04	The students will compare the three states of matter and cite examples of matter changing from one state to another.

OBJECTIVES

3010-0401. Identify materials in the environment as solids, liquids, or gases.

3010-0402. Describe similarities and differences among the three states of matter.

3010-0403. Observe that the state of matter can be changed, e.g., water to ice, shortening to oil, clouds to rain, sugar to syrup, candle to wax.

3010-0404. Investigate what happens over several hours to water in a sponge, towel, or shallow pan.

STANDARD 3010-05	The students will identify characteristics of water and its uses.

OBJECTIVES

3010-0501. Investigate water as a solid (ice), liquid, and gas (water vapor).

3010-0502. Demonstrate that some common materials dissolve in water and some do not.

3010-0503. Discover some common objects that float in water and some that sink in water.

3010-0504. Describe ways that people have fun with water.

3010-0505. Discuss that water is a limited resource and should not be wasted.

STANDARD 3010-06	The students will identify characteristics of air and its uses.

OBJECTIVES

3010-0601. Observe air directly with the sense of touch and indirectly with the senses of sight, hearing, and smell.

3010-0602. Conclude that air is all around them, has weight, and takes up space, e.g, inflated and deflated ball or balloon.

3010-0603. Discover that air can make objects move.

3010-0604. Identify ways that people use air and the problems of air pollution.

3010-0605. Infer that all plants and animals need air to stay alive.

STANDARD 3010-07	The students will identify sources of energy and describe ways to conserve energy.

OBJECTIVES

3010-0701. Observe the wind as a source of energy, e.g., sailboats, windmills.

3010-0702. Describe ways that coal and wood are sources of energy, e.g., fireplaces, furnaces, campfires.

3010-0703. Recognize gasoline as a source of energy, e.g., cars, trucks, lawnmowers.

3010-0704. Discuss food as a source of energy, e.g., hamburgers for people, hay for cows.

3010-0705. Identify the sun and water as sources of energy, e.g., heat, light, electricity.

3010-0706. Describe ways to conserve energy, e.g., turning off lights, televisions, and radios not in use; closing doors in heated and air conditioned buildings; recycling aluminum cans.

STANDARD 3010-08	The students will describe and record weather related information and suggest appropriate activities for different kinds of weather.

OBJECTIVES

3010-0801. Describe different kinds of weather.

3010-0802. Observe, describe, and record the weather on a given day(s).

3010-0803. Distinguish between two very different temperatures with and without the aid of a thermometer.

3010-0804. Describe appropriate activities and clothing for different kinds of weather.

STANDARD 3010-09	The students will identify time categories, name and sequence the four seasons, and describe seasonal changes.

OBJECTIVES

3010-0901.	Classify what they might do according to time categories such as morning, noon, or night, day of the week, or season of the year.
3010-0902.	Name each season and identify its typical characteristics.
3010-0903.	Place in proper order the seasons of the year.
3010-0904.	Observe and describe changes in the local seasons.
3010-0905.	Conclude that seasons vary in temperature, length of day, and effect on plant and animal life.

SCIENCE LEVEL 2

S	C	I		L	E	V	E	L		2	

SIS NUMBER: 3020
SIS CODE: SI

CORE STANDARDS OF THE COURSE

STANDARD 3020-01	The students will discover that animals differ in different stages of their lives.

OBJECTIVES

3020-0101. Describe some different kinds of animals and their young found in the student's environment.

3020-0102. Identify some baby animals and speculate as to what changes will take place as these animals grow.

3020-0103. Infer how animals care for their young.

3020-0104. Conclude that life is a cycle which includes birth, growth, and death; and that animals are capable of different activities at different stages in their life cycles.

STANDARD 3020-02	The students will investigate cause-effect relationships between various light sources and shadows.

OBJECTIVES

3020-0201. Identify light sources, e.g., sun, light bulbs, fire, stars.

3020-0202. Show that when an object blocks the path of light, a shadow of the object is formed.

3020-0203. Change the size and shape of a shadow by moving the object that casts it.

3020-0204. Demonstrate the sun's position using an object and its shadow.

STANDARD 3020-03	The students will demonstrate principles of sound production and transmission.

OBJECTIVES

3020-0301. Demonstrate that sound is produced when materials vibrate, e.g., rubber band, guitar string, tuning fork, drum, tambourine.

3020-0302. Demonstrate that the faster an object vibrates, the higher the pitch of the sound produced.

3020-0303. Observe that sound requires something to carry it from one place to another, e.g., simple string-cup phone, and describe their observations.

STANDARD 3020-04	The students will demonstrate and describe some properties and uses of magnets.

OBJECTIVES

3020-0401. Discover, by experimenting, that magnets vary in strength and which objects are attracted to magnets.

3020-0402. Locate the north and south poles on a magnet and demonstrate that the magnetic field is strongest at the poles.

3020-0403. Identify some materials through which magnetism will pass.

3020-0404. Create a "picture" of a magnetic field, e.g., place a piece of paper over a magnet and sprinkle iron filings on the paper.

3020-0405. List some uses of magnets.

STANDARD 3020-05	The students will investigate and measure some observable properties of heat.

OBJECTIVES

3020-0501. Demonstrate that objects in the sunlight are warmer than the same objects placed in the shade.

3020-0502. Show that heat causes some things to melt.

3020-0503. Explain that the red line goes up or down because the liquid in the thermometer expands or contracts.

3020-0504. Determine the temperature of objects such as liquids, air, and solids (ice) by using a thermometer.

STANDARD 3020-06	The students will classify rocks on the basis of observable characteristics and identify where rocks are used in their community.

OBJECTIVES

3020-0601. Collect rocks and discover that they are found in many different places.

3020-0602. Identify rocks by observable characteristics: e.g., hard-soft, shiny-dull, smooth-rough, single color-multicolored.

3020-0603. Locate places in the community where rocks are used and describe how and where they are used.

3020-0604. Select rocks that have crystals in them and describe the crystals.

STANDARD 3020-07	The students will identify properties, sources, and uses of water and label the basic stages of the water cycle.

OBJECTIVES

3020-0701. Describe the importance of water in their daily lives.

3020-0702. Demonstrate that water can change from one state to another.

3020-0703. Discover that water evaporates and condenses.

3020-0704. Explain how water comes from the clouds in the form of rain, snow, sleet, and hail.

3020-0705. Label and discuss the basic stages of the water cycle.

3020-0706. Classify materials into two groups: those that absorb water and those that do not.

3020-0707. Evaluate the importance of reservoirs and irrigation practices.

STANDARD 3020-08	The students will identify and describe the moon as a natural satellite, and compare natural satellites to man-made satellites.

OBJECTIVES

3020-0801. Identify and describe the moon as a natural satellite of the earth.

3020-0802. Use a model to show that the moon is visible because it reflects light from the sun.

3020-0803. Conclude that it takes 24 hours for the earth to make one complete turn and four weeks for the moon to move around the earth once.

3020-0804. Infer why the moon looks bigger than the sun and the stars.

3020-0805. Compare man-made and natural satellites, e.g., launched, size, purpose.

SCIENCE LEVEL 3

S	C	I		L	E	V	E	L		3	

SIS NUMBER: 3030
SIS CODE: SI

CORE STANDARDS OF THE COURSE

STANDARD 3030-01	The students will compare different animal habitats and describe how animals behave in different ways to meet their life needs.

OBJECTIVES

3030-0101. Compare an artificial habitat in a zoo, farm, home, or school with the natural habitat of an animal.

3030-0102. Compare several kinds of animals to see how their methods of gathering food and finding shelter are different.

3030-0103. Explain how environmental factors (color, shading, cover) help an animal protect itself.

3030-0104. Recognize that some animals seem to have built-in "clocks" that tell them when to do certain things such as hibernate, migrate, or spawn. Investigate an animal that does each of these.

3030-0105. Differentiate between animals that are active during the day and those that are active during the night and discuss reasons for the night-time activity of some animals.

3030-0106. Discover how plants and animals in an ecosytem interact with each other.

STANDARD 3030-02	The students will grow and group plants and explain the effects of the environment on plants.

OBJECTIVES

3030-0201. Observe and record on a graph the growth of a plant.

3030-0202. Compare and contrast the characteristics of the major plant groups, e.g., those with stems and those without.

3030-0203. Classify plants into sets and subsets of similar characteristics using leaves or flowers, e.g., group flowers by size and then color, or leaves by size and then shape.

3030-0204. Experiment with different parts of mature plants, e.g., roots, stems, leaves, flowers to determine which parts will grow into new plants.

3030-0205. Explain the effects of the environmental elements on plants, e.g., seasons, pollution, water, and the time of day.

3030-0206. Distinguish between evergreen and decidious plants.

STANDARD 3030-03	The students will identify natural resources, how they are used, and how to conserve them.

OBJECTIVES

3030-0301. Identify some commonly used natural resources, e.g., soil, water, wind, oil, trees.

3030-0302. Describe and demonstrate ways these natural resources are used.

3030-0303. Determine ways to conserve these natural resources.

STANDARD 3030-04	The students will illustrate how matter can be categorized, weighed, and changed.

OBJECTIVES

3030-0401. Identify matter as anything that occupies space and has weight.

3030-0402. Identify things that are not matter because they do not occupy space or have weight, e.g., heat, sound, light, electricity.

3030-0403. Observe that matter can be either a solid, a liquid, or a gas and can change from one state to another. Record observations.

STANDARD 3030-05	The students will demonstrate how static electricity can be produced, investigate its properties, and describe lightning as an example of static electricity.

OBJECTIVES

3030-0501. Demonstrate that static electricity can often be produced by rubbing two different kinds of material together.

3030-0502. Identify materials that are charged with static electricity by observing that they attract things, e.g., nylon and cotton threads, dry hair, small bits of paper.

3030-0503. Demonstrate that some charged objects attract each other and other charged objects repel each other.

3030-0504. Explain what causes lightning and thunder; discuss some safe and unsafe places to be when there is lightning.

STANDARD 3030-06	The students will identify landforms and determine the relationship between the earth's surface features and the forces that are constantly changing them.

OBJECTIVES

3030-0601. Discover that the earth's surface has a variety of land forms, e.g., mountains, deserts, plains, lakes, rivers, oceans.

3030-0602. Compare the place where they live to a pictured area which may show mountains, deserts, plains, lakes, rivers, etc.

3030-0603. Identify factors that cause changes in landforms, e.g., erosion, weathering, volcanoes.

STANDARD 3030-07	The students will demonstrate the earth's motions in space and describe events that occur regularly because of these motions.

OBJECTIVES

3030-0701. Use a globe as a representation of the earth and locate the north and south poles.

3030-0702. Demonstrate how the earth and everything on it rotates and also revolves around the sun.

3030-0703. Use the measurements of time, e.g., hour, day, year and relate them to the earth's motion.

3030-0704. Discuss how the movements of the earth and moon cause the moon to appear in different shapes.

STANDARD 3030-08	The students will be able to identify and describe simple machines, and give an example of each machine's use.

OBJECTIVES

3030-0801. Identify a simple machine as a machine with few or no moving parts.

3030-0802. Describe a lever and demonstrate its uses, e.g., hammer, seesaw, can opener.

3030-0803. Describe an inclined plane and demonstrate its uses, e.g., wedge, ax, ramp, screw.

3030-0804. Describe and demonstrate a wheel and axle, e.g., pulley, egg beater, roller skates, bicycle.

ENGLISH/LANGUAGE ARTS CORE CURRICULUM

Thinking, Reading, Writing, Speaking, and Listening Skills

SIS CODE: LA

Levels K-3

mastery

SIS CODE: LA

Levels 4-6

mastery

SIS CODE: LE

Levels 7-8

2.0 UNITS

mastery

SIS CODE: LE

Levels 9-12

3.0 UNITS

mastery

LANGUAGE ARTS

The purpose of the language arts core is to help students attain language skills that generate and communicate thinking. The core is the basic portion of the language arts curriculum required for all students and should be supplemented by the teacher. It is designed to provide students with maximum career opportunities and advancements, as well as provide a solid foundation for further education. The rationale for this document is based on research and represents a shift of emphasis from teaching isolated content and skills to a process-oriented program.

At Levels K through 8, drama is included as a component of the language arts core. The core in drama should develop students' abilities in each of three roles -- participant, observer/listener, and critic. These roles are distinct, yet complementary. Students' educations are limited if they master only one role; furthermore, each role requires a set of distinct skills which taken by itself is limited. When these skills are integrated, they provide the necessary and complete background for informed response in drama. In this portion of the core, students will take the participant and critical roles in drama in addition to the traditional observer/listener role. Students will participate in dramatic presentations, will read, see, and hear other presentations, and will evaluate these presentations.

Rationale:

1. Thinking, reading, writing, speaking and listening, all interrelated processes, are the core of the curriculum. They are also the most basic of all the skills.

   These activities represent an integrated whole, parts of which are experienced in isolation, but which generally interrelate and act in concert. The thinking process is concerned with advancing levels of abstraction, maximizing concentration, focusing random knowledge, and synthesizing data into logical, coherent trains of thought. The speaking and listening processes focus and communicate thoughts. The reading and writing processes further refine thinking and communication. (Often, the writing process, which includes pre-writing, writing, responding, reviewing, editing, evaluation, and sharing, is the most substantive proof of learning.) Taken together, these processes are the foundations of all learning and humanity.

   Research continually demonstrates (e.g., Odell and Goswami, 1983) that the average job requires workers to spend 70 percent of their time productively reading, writing, speaking, and listening. If thinking is added to the list, the figure will approach 100 percent in some occupations. Obviously, the most important career preparation we can give students is to develop these skills.

2. Language skills cannot be productively taught in isolation, particularly through the insular study of traditional, structural, or transformational grammar.

spelling, and vocabulary are important as content when they are taught as an integral part of the writing process (Cooper, 1974; Cooper, 1983; Odell, 1974). When in the revising or editing stages, the need for correct usage, spelling, and mechanics emerges, the necessary skill can then be productively taught (Emig, 1971).

The instruction of formal grammar, unless directly related with the writing, reading, and speaking processes, does not help students develop communication skills. Furthermore, researchers have incontrovertibly concluded that in programs in which excessive time is devoted to the study of grammar, independent of the reading and writing processes, the effects are negative. It may be helpful for students to have a knowledge of grammatical terminology when it is taught in the context of their own writing, reading, and speaking. In the words of William Irmsher, past-president of the National Council of Teachers of English, "Few grammarians are writers, but all writers are grammarians." In summary, skill attainment through process is paramount, content is secondary.

3. Language skills stretch across all mastery levels and subject areas.

   The teaching of effective language skills is a shared responsibility, involving all teachers in all subject areas, administrators, and parents. These skills are taught, reinforced, and expanded repeatedly through all subject areas.

4. In general, the developmental sequence of language skills is: Fluency ---- Detail ---- Abstractions.

   Students must be able to produce and comprehend ample amounts of language before detail can be effectively taught. Then students must learn to articulate and comprehend specific language before tackling abstractions in language. That is, when learning to write, students must first produce several paragraphs before moving to specific language that brings writing to life. From concrete, vivid language the students can then go forward to language that has no physical referent (e.g., truth, justice, freedom) and employs calculated rhetorical strategies, including logic.

   Although development of language skills is a lifelong process, students can demonstrate appropriate progress for each grade level.

George Hillocks, Jr. "What Works in Teaching Composition: A Meta-analysis of Experimental Treatment Students." American Journal of Education, Vol. 93 (November, 1984), 1, 133-170.

Charles R. Cooper, "Research Roundup: Oral and Written Composition," English Journal, Vol. 63 (September, 1974), 102

Charles R. Cooper, "Research Roundup: Oral and Written Composition," English Journal, Vol. 62 (November, 1973), 1,202.

Lee Odell, "Measuring the Effect of Instruction in Pre-Writing," Research in the Teaching of English, Vol. 8 (fall, 1974), 240.

Janet Emig, The Composing Processes of Twelfth Graders. Urbana, Illinois: National Council of Teachers of English, 1971, 98-99.

LANGUAGE ARTS LEVEL K

L	A	L	E	V	E	L	K		

SIS NUMBER: 4000
SIS CODE: LA

COURSE DESCRIPTION, (Levels K-6)

The course of study for language arts will ensure that each student will have mastered the basic skills of listening, speaking, reading, spelling, and penmanship. Through oral and written language, students will develop and expand their concepts of themselves, people, places, and events in the world around them. Skills in drama emphasize the role of the student as a participant, observer/listener, and critic, as well as enriching the language arts.

CORE STANDARDS OF THE COURSE

STANDARD 4000-01	The students will learn to attend to verbal information. (LISTENING)

OBJECTIVES

4000-0101. Listen to the person who is speaking.

4000-0102. Follow one- and two-step directions.

4000-0103. Recall specific information.

4000-0104. Recall information in sequence.

4000-0105. Listen to literary selections read aloud.

STANDARD 4000-02	The students will share their thoughts in speech, using vocabulary appropriate to age and situation. (SPEAKING)

OBJECTIVES

4000-0201. Enunciate sounds so others can understand what is said.

4000-0202. Speak with the appropriate volume for the situation.

4000-0203. Recite correctly their name and telephone number.

4000-0204. Sing short songs and recite short poems from memory.

4000-0205. Report events in a sequential order.

4000-0206. Tell how things look, feel, sound, taste, and smell.

STANDARD 4000-03	The students will learn the auditory and visual discrimination skills necessary to recognize letters and understand sound-symbol relationships. (READING)

OBJECTIVES

4000-0301. Discriminate visual and auditory likenesses and differences.

4000-0302. Identify upper and lower case letters by name and by sound.

4000-0303. Demonstrate left-to-right, top-to-bottom, front-to-back beginning-end orientation as related to print.

4000-0304. Ask questions about print, e.g., signs, labels, books.

4000-0305. Associate spoken words with written form.

STANDARD 4000-04	The students will become familiar with different kinds of literature and respond creatively through art, music, drama, and dance. (LITERATURE)

OBJECTIVES

4000-0401. Help select materials to be read aloud to them.

4000-0402. Respond to nursery rhymes, poems, stories, and picture books; e.g., draw a picture, sing a song, make simple puppets, and participate in role playing.

STANDARD 4000-05	The students will develop spelling readiness skills. (SPELLING)

OBJECTIVES

4000-0501. Recognize that letters represent sounds in words.

4000-0502. Recognize that letters are arranged in left-to-right sequence to form words.

4000-0503. Recognize their name in print.

4000-0504. Spell their first name.

STANDARD 4000-06	The students will print legibly, using the correct formation of the manuscript letters. (PENMANSHIP)

OBJECTIVES

4000-0601. Write manuscript letters.

4000-0602. Write name.

4000-0603. Write digits 0 to 9.

STANDARD 4000-07	The students will share their ideas and experiences in written form to be recorded by a scribe or themselves. (WRITTEN COMPOSITION)

OBJECTIVES

4000-0701. Record or dictate words, sentences, stories, and experiences.

4000-0702. Share recorded events with others.

STANDARD 4000-08	The students will learn about and experience the techniques of drama. (DRAMA: Participant, Observer/Listener, Critic)

OBJECTIVES

4000-0801. Roleplay experiences with each of the five senses, e.g., smelling a flower, hearing a train.

4000-0802. Express real or imaginary ideas through playacting.

4000-0803. Demonstrate an awareness of personal space.

4000-0804. Retell the sequence of events in a simple play or story.

4000-0805. Demonstrate appropriate behavior when viewing and listening to a performance.

4000-0806. Produce simple sound effects for stories or plays.

LANGUAGE ARTS LEVEL 1

L	A	L	E	V	E	L	1		

SIS NUMBER: 4010
SIS CODE: LA

CORE STANDARDS OF THE COURSE

STANDARD 4010-01	The students will listen to verbal information and demonstrate literal understanding. (LISTENING)

OBJECTIVES

4010-0101. Listen to the person who is speaking.

4010-0102. Listen to information without interrupting.

4010-0103. Follow two- and three-step directions.

4010-0104. Recall specific information.

4010-0105. Recall information in sequence.

4010-0106. Demonstrate comprehension of literary selections read aloud.

STANDARD 4010-02	The students will share their thoughts in speech, using vocabulary appropriate to age and situation. (SPEAKING)

OBJECTIVES

4010-0201. Enunciate sounds so they can be understood.

4010-0202. Speak with the appropriate volume for the situation.

4010-0203. Recite their address correctly.

4010-0204. Sing songs and recite selected poems from memory.

4010-0205. Tell how things look, feel, sound, taste, and smell.

4010-0206. Answer questions accurately.

4010-0207. Ask questions to meet their needs.

4010-0208. Explain simple processes, activities, and experiences.

4010-0209. Stay on the topic when telling information or talking to others.

STANDARD 4010-03	The students will use phonics and sight recognition to decode words. They will begin to develop comprehension skills. (READING)

OBJECTIVES

4010-0301. Identify left-to-right, top-to-bottom, and front-to-back orientation as related to print.

4010-0302. Know consonant sounds, blends, and digraphs in all positions.

4010-0303. Know short and long vowel sounds as they appear in the reading scope and sequence.

4010-0304. Recognize appropriate phonograms (word families).

4010-0305. Use structural analysis to read contractions, compound words, singular and plural forms of words, and possessives on the students' level.

4010-0306. Read sight words and basal vocabulary as they appear in the reading program.

4010-0307. Comprehend word and sentence meaning in context.

4010-0308. Identify antonyms and synonyms on the students' instructional level.

4010-0309. Discriminate between a statement and a question.

4010-0310. Recognize alphabetical order by first letter.

STANDARD 4010-04	The students will respond to stories and poetry that they read themselves or that are read to them. (LITERATURE)

OBJECTIVES

4010-0401. Read or listen to self-selected materials.

4010-0402. Retell sequence of events in stories they have read.

4010-0403. Tell which selections are real and which are make-believe.

4010-0404. Answer questions relating to details in a story.

4010-0405. Experience a variety of literary forms.

STANDARD 4010-05	The students will develop skills in the correct spelling of words. (SPELLING)

OBJECTIVES

4010-0501. Develop visual and auditory memory of words.

4010-0502. Identify simple patterns needed to spell words; e.g., CVC, CVCe.

4010-0503. Spell a first grade basic word list.

4010-0504. Write words from dictation.

4010-0505. Understand meaning of assigned spelling words.

STANDARD 4010-06	The students will print legibly. (PENMANSHIP)

OBJECTIVES

4010-0601. Write manuscript letters and numbers.

4010-0602. Space letters and words correctly on lines.

4010-0603. Write first and last name.

4010-0604. Demonstrate neatness in written work.

STANDARD 4010-07	The students will express ideas and experiences in written form. (WRITTEN COMPOSITION)

OBJECTIVES

4010-0701. Share ideas before writing.

4010-0702. Write personal experiences and stories, etc.

4010-0703. Share written work with others.

STANDARD 4010-08	The students will learn about and experience the techniques of drama. (DRAMA: Participant, Observer/Listener, Critic)

OBJECTIVES

4010-0801. Improvise experiences with each of the five senses to interpret various environments, e.g., seashore, woods, city street.

4010-0802. Memorize and recite short selections.

4010-0803. Participate in choral speaking.

4010-0804. Demonstrate different ways the body and its parts can move, such as pushing/pulling, reaching/bending, lifting/dropping, etc.

4010-0805. Use the face, voice, and body to express emotions, e.g., happiness, surprise, fear.

4010-0806. Roleplay a simple character through actions.

4010-0807. Demonstrate appropriate behavior when viewing and listening to a performance.

4010-0808. Use simple props for stories or plays.

LANGUAGE ARTS LEVEL 2

L	A	L	E	V	E	L	2		

SIS NUMBER: 4020
SIS CODE: LA

CORE STANDARDS OF THE COURSE

STANDARD 4020-01	The students will listen to verbal information and demonstrate literal and inferential understanding. (LISTENING)

OBJECTIVES

4020-0101. Listen to the person who is speaking.

4020-0102. Follow two- and three-step directions.

4020-0103. Retell specific details of information, such as sequence of events.

4020-0104. Demonstrate comprehension of literary selections read aloud to them by drawing a picture, acting out the dialogue, writing a story, etc.

STANDARD 4020-02	The students will express ideas and opinions as they increase their spoken vocabulary. (SPEAKING)

OBJECTIVES

4020-0201. Use vocabulary appropriate to the situation.

4020-0202. Recite second grade selections individually and as part of choral speaking.

4020-0203. Contribute remarks or ask questions related to topics being discussed.

4020-0204. Explain processes and activities or give sequential directions, e.g., how to play a game, where to find the principal's office.

STANDARD 4020-03	The students will use phonetic, structural, and sight word recognition skills in expanding their reading vocabularies. They will increase their comprehension of sentences and stories. (READING)

OBJECTIVES

4020-0301.	Know sound-symbol relationships of consonants, and vowels as presented in the reading scope and sequence.
4020-0302.	Use structural analysis to pronounce contractions, compound words, possessives, singular and plural forms of words.
4020-0303.	Identify suffixes and prefixes, and read multisyllable words.
4020-0304.	Read the sight words and basal vocabulary required by the reading program.
4020-0305.	Know antonyms, synonyms, homonyms, and multiple meaning words on the students' instructional level.
4020-0306.	Identify the referent for most pronouns in context.
4020-0307.	Comprehend word and sentence meanings.
4020-0308.	Discriminate between a statement and a question.
4020-0309.	Read and follow directions.
4020-0310.	Alphabetize up to second letter.

STANDARD 4020-04	The students will understand literal information and inferred meaning as they expand their reading interests. (LITERATURE)

OBJECTIVES

4020-0401.	Read a variety of self-selected material.
4020-0402.	Identify main ideas and note the supporting details.
4020-0403.	Recall the sequence of events in a story.
4020-0404.	Identify characters, events, and settings.

4020-0405. Tell whether a selection is fantasy or if it could really have happened and why.

4020-0406. Respond creatively to poems, stories, and books.

STANDARD 4020-05	The students will learn the correct spelling of words. (SPELLING)

OBJECTIVES

4020-0501. Develop visual and auditory memory of words.

4020-0502. Make generalizations about common spelling patterns.

4020-0503. Spell a second grade basic word list.

4020-0504. Write words and sentences from dictation.

4020-0505. Discriminate between correct and incorrect spelling of words on the students' level.

4020-0506. Show understanding of spelling words by being able to tell what they mean or by using them in a sentence.

STANDARD 4020-06	The students will print legibly. (PENMANSHIP)

OBJECTIVES

4020-0601. Demonstrate correct formation and spacing of manuscript letters, words, and numbers.

4020-0602. Write name, address, and telephone number correctly.

4020-0603. Correct their own handwriting.

4020-0604. Demonstrate neatness in written work.

STANDARD 4020-07	The students will express ideas and experiences in written form. (WRITTEN COMPOSITION)

OBJECTIVES

4020-0701. Generate ideas for writing.

4020-0702. Write personal experiences, stories, poetry, friendly letters, etc.

4020-0703. Expand thoughts in sentences by adding words and phrases.

4020-0704. Share written work with others.

4020-0705. Use capital letters, periods, and questions marks.

STANDARD 4020-08	The students will learn about and experience the techniques of drama. (DRAMA: Participant, Observer/Listener, Critic)

STANDARDS

4020-0801. Pantomime the use of each of the senses, e.g., tasting a lemon, touching a hot plate, hearing a loud noise.

4020-0802. Improvise a scene or story with others.

4020-0803. Speak before a group of peers, e.g., Show and Tell.

4020-0804. Improvise body movements in response to pictures, sounds, music, stories, etc.

4020-0805. Improvise dialogue in response to pictures, sounds, music, or stories, etc.

4020-0806. Develop a dialogue and actions appropriate for characters in a story or play.

4020-0807. Demonstrate appropriate behavior when listening to and viewing a performance by peers or others.

4020-0808. Create and operate a puppet, e.g., paper sack, sock, finger, to represent a given character.

LANGUAGE ARTS LEVEL 3

L	A	L	E	V	E	L	3		

SIS NUMBER: 4030
SIS CODE: LA

CORE STANDARDS OF THE COURSE

STANDARD 4030-01	The students will listen to verbal information and show literal and inferential comprehension. (LISTENING)

OBJECTIVES

4030-0101.	Pay attention to the teacher or to others who are speaking or presenting.
4030-0102.	Follow three- and four-step directions correctly.
4030-0103.	Tell major points or sequence of events.
4030-0104.	Respond to speakers, e.g., ask questions and make contributions.
4030-0105.	React to literary selections read aloud.

STANDARD 4030-02	The students will verbally express ideas, opinions, and reactions in a variety of situations. (SPEAKING)

OBJECTIVES

4030-0201.	Recite third grade selections clearly and fluently.
4030-0202.	Express and support personal opinions about topics presented.
4030-0203.	Respond to opinions expressed by others.
4030-0204.	Explain how to do something or tell about an event.
4030-0205.	Answer questions accurately.
4030-0206.	Ask appropriate questions when additional information is needed.

STANDARD 4030-03	The students will demonstrate accuracy and efficiency in decoding words; increase their knowledge of word, sentence, and paragraph meaning; and apply beginning study skills. (READING)

OBJECTIVES

4030-0301. Build fluency in phonetic and structural analysis skills.

4030-0302. Identify the meaning of affixes and root (base) words as they occur in the reading task.

4030-0303. Know the correct meaning of common homonyms in context.

4030-0304. Attack multisyllable words systematically, e.g., prefix, root word, ending.

4030-0305. Read the sight words and basal vocabulary as they appear in the reading program.

4030-0306. Comprehend word, sentence, and paragraph meanings in context.

4030-0307. Recognize main ideas in a selection.

4030-0308. Alphabetize to the third letter.

4030-0309. Read and follow directions.

STANDARD 4030-04	The students will read fiction and non-fiction literature and increase their involvement with children's classics. (LITERATURE)

OBJECTIVES

4030-0401. Read a variety of self-selected materials.

4030-0402. Retell storylines (plots) in the selections.

4030-0403. Predict logical conclusions to events in the selection.

4030-0404. Compare characters, events, plots, and settings.

4030-0405. Recognize cause and effect relationships.

STANDARD 4030-05	The students will correctly spell words needed to record ideas and experiences. (SPELLING)

OBJECTIVES

4030-0501. Utilize major spelling generalizations, e.g., same vowel sound/different spellings.

4030-0502. Spell a basic word list as adopted by the school.

4030-0503. Write words and sentences with correct punctuation and capitalization.

4030-0504. Discriminate between correct and incorrect spelling of words on level.

4030-0505. Spell homonyms and contractions correctly.

4030-0506. Show understanding of spelling words by telling what they mean or using them in a sentence.

STANDARD 4030-06	The students will maintain manuscript skills and learn to write cursive. (PENMANSHIP)

OBJECTIVES

4030-0601. Use correct formation of all upper and lower case letters and numbers in cursive.

4030-0602. Use proper strokes to join letters to form words.

4030-0603. Proof and correct their own handwriting.

4030-0604. Demonstrate neatness in written work.

STANDARD 4030-07	The students will express ideas and experiences in written form. (WRITTEN COMPOSITION)

OBJECTIVES

4030-0701. Generate and organize ideas for writing.

4030-0702. Write personal experiences, stories, poetry, etc.

4030-0703. Write letters and informative selections.

4030-0704. Share and respond to the writing of others.

4030-0705. Use capital letters and terminal punctuation.

4030-0706. Identify nouns and verbs.

STANDARD 4030-08	The students will learn about and experience the techniques of drama. (DRAMA: Participant, Observer/Listener, Critic)

OBJECTIVES

4030-0801. Participate in a group improvisation of a story.

4030-0802. Stay in character in a short play or skit.

4030-0803. Speak expressively in a choral or storytelling situation.

4030-0804. Describe the feelings portrayed in a given picture or situation.

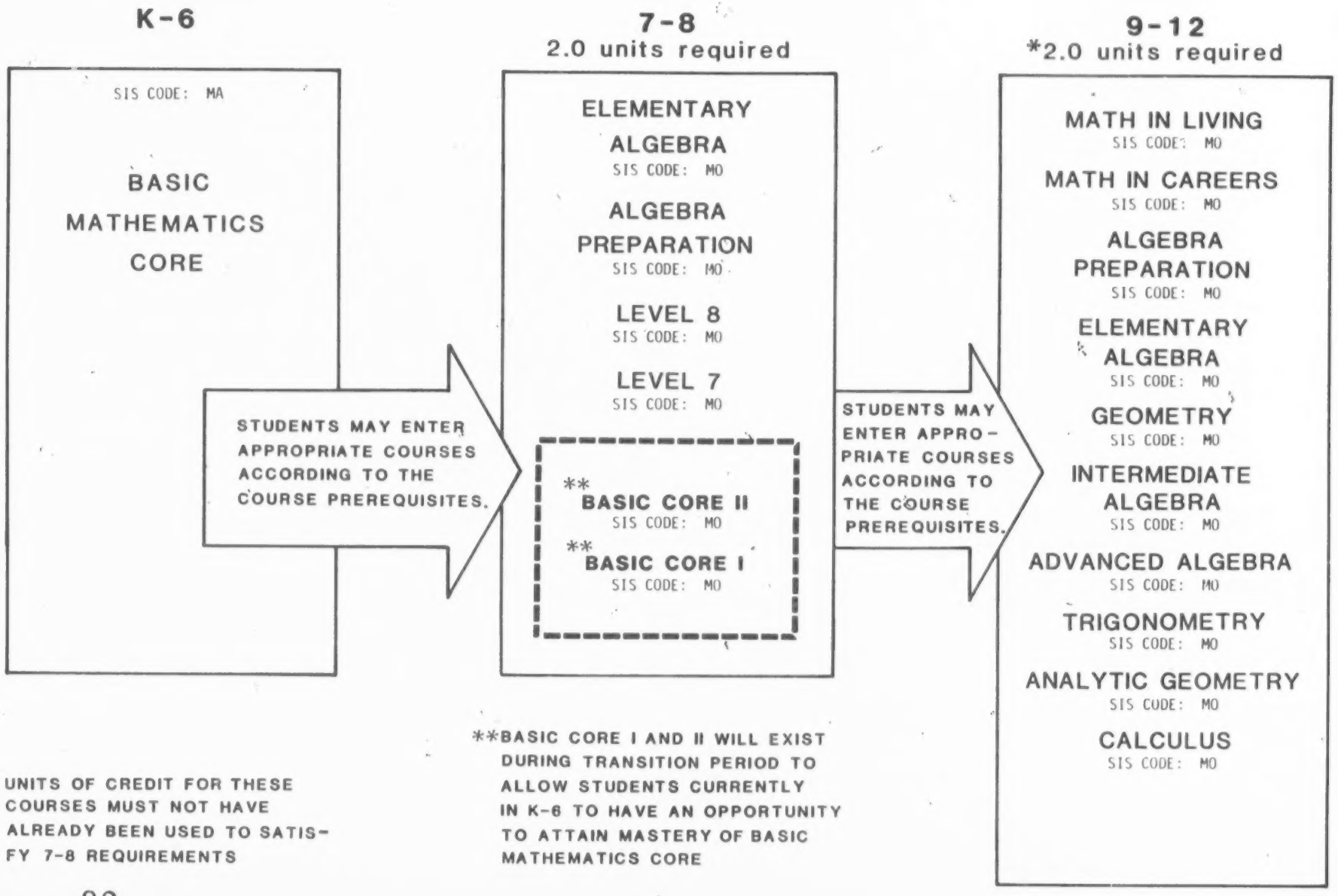
4030-0805. Identify the setting, plot, and characters in a simple play or story.

4030-0806. Demonstrate and discuss appropriate behavior when viewing a performance.

4030-0807. Give personal reactions after viewing a performance.

4030-0808. Make and/or use simple props or costumes to help portray a character.

MATHEMATICS COURSE CHART



E-1

*UNITS OF CREDIT FOR THESE COURSES MUST NOT HAVE ALREADY BEEN USED TO SATISFY 7-8 REQUIREMENTS

**BASIC CORE I AND II WILL EXIST DURING TRANSITION PERIOD TO ALLOW STUDENTS CURRENTLY IN K-6 TO HAVE AN OPPORTUNITY TO ATTAIN MASTERY OF BASIC MATHEMATICS CORE

MATHEMATICS

Mathematics in the public schools of Utah has two basic roles. The first is to provide the skills necessary to meet the immediate demands of people in society, including the necessary service to other curriculum areas which enable students to function successfully in applications of mathematics. The second role demands a preparation for future development in society for which mathematical competencies will be required.

Mathematical experiences for students will be more effectively taught if human development is capitalized upon. The natural sequence of growth is from the concrete physical world, to verbalization, to written symbols, and then to application in real life situations. So, too, should the mathematical instruction, when possible, progress from a physical model to verbal discussion, then writing or symbolically stating relationships, and finally applications in real life situations including jobs and careers. Students should not be rushed into abstractions, and teachers should assure understanding before the next concept is approached.

The ultimate goal of applying mathematical concepts and skills to successful functions in society cannot be overemphasized as teachers, district staff, and the State Office of Education personnel cooperate to design learning strategies for mastering the objectives outlined in the mathematics core. Functional competencies can be acquired through the thoughtful development and use of those learning activities related to essential life skills.

A basic understanding of mathematical concepts is vital to most jobs and careers. Therefore, students need to use the mathematical concepts in the core for practical applications in various employment choices.

Creativity and individualization are only partially satisfied by the variety of mathematical courses offered. Further attention to these vital components must be addressed at each level and course in mathematics. Especially in the application phase of instruction, students can be provided opportunity for creativity and individualization through projects and activities designed by students.

The following array may be helpful in evaluating the communication skills developed by the student as the various levels of learning are attempted. The methods of communication are on the left while the levels of learning are at the top.

LEARNING STYLES AND HUMAN DEVELOPMENT

Learners: develop through having: / Hierarchy of learning processes	Experiences with the PHYSICAL world	Experiences with PICTORIAL REPRESENTATIONS or semiabstractions representing the physical world	Experiences with the SYMBOLIC or abstractions which replace the pictorial representations	APPLICATIONS in the Environment when appropriate for the abstractions
SELF INQUIRY - That highest process of learning where the learner is asking the questions of investigation.				
EXTERNAL STIMULI - That process of learning when someone asks questions of the learner.				
MEMORIZATION is the lowest form of learning.				

In this array, the processes of learning are on the left of the chart while the experiences of learning activities appear at the top.

COMMUNICATING LEVELS OF ACHIEVEMENT

The learner will be able to communicate the level of achievement in the six processes of learning. / Learners may use one of the four methods of communicating achievement.	Understanding	Remembering	Verbalizing	Organizing	Solving	Evaluating
OBJECTS can be used to communicate achievement in the six processes of learning.						
WORDS can communicate achievement in the six processes of learning.						
SYMBOLS can be used to communicate achievement in the six processes of learning.						
ATTITUDES or FEELINGS will intentionally or unintentionally communicate learner achievement in the six processes of learning.						

E-vi

MATHEMATICS LEVEL K

M	A	T	H		L	E	V	E	L		K

SIS NUMBER: 5000
SIS CODE: MA

COURSE DESCRIPTION

The Mathematics Level K course of study consists of three principal parts:

1. Review of previously learned mathematics concepts.

2. Introduction of new concepts and skills outlined in A Course of Study for Mathematics in Utah, district curriculum guides, and textbooks.

3. Mastery of core standards and objectives for Mathematics Level K.

The student will identify and recognize counting number concepts (0 to 10); measure length, money, time, mass, and capacity; and interpret information organized in graphs.

CORE STANDARDS OF THE COURSE

STANDARD 5000-01	The students will recognize symbolic representations for numbers.

OBJECTIVES

5000-0101. Recognize that numerals are symbols for numbers. (100-006)

5000-0102. Recognize that cardinal numbers (counting numbers) 1 to 10 are used to designate the number of items within a set. (100-005)

5000-0103. Recognize that zero is used to designate the number of elements in the empty set. (100-011)

5000-0104. Identify, read, and write numerals from 0 to 10. (100-012)

STANDARD 5000-02	The students will use physical objects to order and compare numbers.

OBJECTIVES

5000-0201. Use comparisons to determine size relationships, e.g., smaller, larger, equal to. (100-001)

5000-0202. Recognize, reproduce, and extend simple patterns.

5000-0203. Use one-to-one correspondence to illustrate equivalent and nonequivalent sets. (100-010)

5000-0204. Use the ideas of "one more than" and "one less than" in developing number sequence (0 to 10). (100-009)

5000-0205. Compare items in sets containing up to ten objects to develop the ideas of "greater than," "less than," and "equal to." (100-004)

5000-0206. Use a number line to identify the position of whole numbers to ten. (100-013)

5000-0207. Use the ordinal numbers first, second, and third to designate position of objects. (100-008)

STANDARD 5000-03	The students will manipulate objects to relate combinations of numbers to other numbers.

OBJECTIVES

5000-0301. Recognize the symbols for addition (+) and equal (=). (101-004)

5000-0302. Recognize that addition can be illustrated by the union of sets. (100-019)

5000-0303. Use objects to add sets of numbers with sums of five or less. (100-020)

STANDARD 5000-04	The students will recognize basic geometric shapes.

OBJECTIVES

5000-0401. Identify circles, squares, triangles, and rectangles by their shapes. (100-002)

5000-0402. Identify circles, squares, triangles, and rectangles that are found in the students' environment. (100-002)

STANDARD 5000-05	The students will recognize that objects can be measured.

OBJECTIVES

5000-0501. Recognize that various devices are used for measuring time, money, length, weight, volume, and temperature. (100-014)

5000-0502. Recognize pennies, nickels, and dimes as measures of money. (101-029)

STANDARD 5000-06	The students will apply mathematical concepts and skills to solve problems they encounter in daily living.

OBJECTIVE

5000-0601. Solve simple oral word problems using objects. (101-020)

MATHEMATICS LEVEL 1

M	A	T	H		L	E	V	E	L		1

SIS NUMBER: 5010
SIS CODE: MA

COURSE DESCRIPTION

The Mathematics Level 1 course of study consists of three principal parts:

1. Review of previously learned mathematics concepts, including maintaining the standards of previous mathematics core standards.

2. Introduction of new concepts and skills outlined in A Course of Study for Mathematics in Utah, district curriculum guides, and textbooks.

3. Mastery of core standards and objectives for Mathematics Level 1.

The student will identify and recognize counting number concepts (0 to 100), order numbers, add and subtract selected numbers, recognize geometric shapes, measure, and apply mathematical concepts as follows:

CORE STANDARDS OF THE COURSE

STANDARD 5010-01	The students will recognize symbolic representations for numbers.

OBJECTIVES

5010-0101. Identify, read, and write any given numeral to 100. (101-001, 102-002)

5010-0102. Identify the place value of a digit by its position in the ones or tens place. (101-023)

5010-0103. Demonstrate place value to 99 using expanded notation, e.g., 99 = 90 + 9; 99 = 9 tens + 9 ones. (101-025)

STANDARD 5010-02	The students will know that numbers can be ordered and compared.

OBJECTIVES

5010-0201. Count and order numbers by 1's to 100, by 2's to 20, by 5's to 100, and by 10's to 100. (101-007)

5010-0202. Determine "one more than" and "one less than" for numbers to 99. (100-009)

5010-0203. Identify odd and even numbers to ten. (101-019)

5010-0204. Use groups of ones and tens tc demonstrate place value. (101-024)

5010-0205. Use the concepts of "less than" and "greater than" to compare numbers to 99. (101-015)

5010-0206. Use the ordinal numbers first through fifth to designate position. (100-008)

5010-0207. Use objects to demonstrate a knowledge of objectives one through six.

STANDARD 5010-03	The students will relate combinations of numbers to other numbers through computation.

OBJECTIVES

5010-0301. Recognize the operational symbol for subtraction "-". (101-004)

5010-0302. Recognize subtraction can be illustrated by the separation of sets. (100-016)

5010-0303. Represent addition and subtraction vertically and horizontally. (101-008, 009)

5010-0304. Recognize that zero is the identity element for addition and subtraction, e.g., 3 + 0 = 3; 4 - 0 = 4. (101-014)

5010-0305. Recognize that addition and subtraction are inverse operations. (101-010)

5010-0306. Demonstrate knowledge of addition facts with sums to 12. (101-011)

5010-0307. Use objects to add two and three addends with sums to 18.

5010-0308. Demonstrate knowledge of subtraction facts with minuends to 12. (101-012)

5010-0309. Use objects to find differences with minuends to 18.

5010-0310. Add one-digit and two-digit numbers without regrouping, e.g., 11 + 4; 15 + 21. (101-013)

5010-0311. Subtract one-digit and two-digit numbers without regrouping, e.g., 15 - 3; 37 - 26. (101-013)

5010-0312. Recognize the associative property of addition, e.g., (1 + 5) + 2 = 1 + (5 + 2). (101-022)

5010-0313. Recognize the commutative property of addition, e.g., 4 + 3 = 3 + 4. (101-017)

5010-0314. Use objects to demonstrate a knowledge of Objectives 1 through 13.

STANDARD 5010-04	The students will use basic geometric concepts to identify and compare shapes and recognize fractional representations.

OBJECTIVES

5010-0401. Identify circles, squares, triangles, and rectangles with physical objects that are found in the students' environment. (100-002)

5010-0402. Recognize physical representations for one-half, one-third, and one-fourth. (101-026)

5010-0403. Divide squares, circles, and rectangles into their two equal parts. (102-011)

STANDARD 5010-05	The students will measure objects by comparing them with standard units of measurement.

OBJECTIVES

5010-0501. Determine appropriate devices to measure length, volume, time, money, weight, and temperature. (100-014; 101-027, 028, 029)

5010-0502. Tell time to the nearest hour and half-hour. (101-027)

5010-0503. Recognize that time can be measured in minutes, hours, days, months, and seasons. (101-027, 028, 104-032)

5010-0504. Identify and give the value of pennies, nickels, dimes, and quarters. (101-029)

5010-0505. Determine the value of combinations of pennies, nickels, and dimes to 25¢. (102-025)

5010-0506. Measure length to the nearest inch and centimeter. (102-023)

STANDARD 5010-06	The students will apply mathematical concepts and skills to solve problems they encounter in daily living.

OBJECTIVES

5010-0601. Express word problems found in daily living and in textbooks in oral and written mathematical sentences. (101-020)

5010-0602. Use various techniques to solve mathematical problems. (101-020)

5010-0603. Recognize that graphs can be used to organize information. (103-025)

MATHEMATICS LEVEL 2

M	A	T	H		L	E	V	E	L		2

SIS NUMBER: 5020
SIS CODE: MA

COURSE DESCRIPTION

The Mathematics Level 2 course of study consists of three principal parts:

1. Review of previously learned mathematics concepts, including maintaining the standards of previous mathematics core standards.

2. Introduction of new concepts and skills outlined in A Course of Study for Mathematics in Utah, district curriculum guides, and textbooks.

3. Mastery of core standards and objectives for Mathematics Level 2.

The student will identify and recognize counting number concepts (0 to 1,000) as outlined in the standards and objectives.

CORE STANDARDS OF THE COURSE

STANDARD 5020-01	The students will recognize symbolic representations for numbers.

OBJECTIVES

5020-0101. Identify, read, and write any given numeral to 1,000. (102-001)

5020-0102. Identify the place value of a digit by its position in the ones, tens, or hundreds place. (102-003)

5020-0103. Demonstrate place value to 999 using expanded notation, e.g., 999 = 900 + 90 + 9; 999 = 9 hundreds + 9 tens + 9 ones. (101-025)

5020-0104. Identify and read the symbols 1/2, 1/3, 1/4 as names for some fractions. (102-012)

STANDARD 5020-02	The students will know that numbers can be ordered and compared.

OBJECTIVES

5020-0201. Count and order numbers by 1's to 1,000 and by 2's to 100. (102-001, 101-007)

5020-0202. Identify odd and even numbers to one hundred. (101-019)

5020-0203. Use the ordinal numbers first through tenth to designate position. (100-008)

5020-0204. Compare any two numbers between 1 and 999 using the symbols greater than (>), less than (<) and equal to (=). (101-016)

5020-0205. Use objects to demonstrate a knowledge of Objectives 1 through 4.

STANDARD 5020-03	The students will relate combinations of numbers to other numbers through computation.

OBJECTIVES

5020-0301. Demonstrate knowledge of single digit addition facts with sums to 18. (102-005)

5020-0302. Demonstrate knowledge of subtraction facts with minuends to 18. (102-005)

5020-0303. Demonstrate that addition and subtraction are inverse operations. (101-010)

5020-0304. Add three-digit numbers without regrouping. (102-014)

5020-0305. Subtract three-digit numbers without regrouping. (102-014)

5020-0306. Add two-digit numbers with regrouping. (102-007)

5020-0307. Subtract two-digit numbers with regrouping. (102-007)

5020-0308. Add three, single-digit numbers. (102-008)

5020-0309. Identify a missing addend for sums to 18. (102-006)

5020-0310. Recognize that multiplication can be repeated addition. (102-015)

5020-0311. Recognize that an operational symbol for multiplication is "x". (102-016)

5020-0312. Use objects to demonstrate a knowledge of Objectives 1 through 11.

STANDARD 5020-04	The students will use basic geometric concepts to identify and compare shapes and recognize fractional representations.

OBJECTIVES

5020-0401. Recognize spheres, cubes, cylinders, and cones and compare them with physical objects that are found in the students' environment. (104-029)

5020-0402. Divide squares, circles, and rectangles into halves, thirds, and fourths. (102-011)

STANDARD 5020-05	The students will measure objects by comparing them with standard units of measurement.

OBJECTIVES

5020-0501. Measure time in hour, half-hour, and five-minute intervals. (102-021)

5020-0502. Identify and give the value of half-dollars and dollars. (102-025)

5020-0503. Determine the value of combinations of pennies, nickels, dimes, and quarters to $1.00. (102-025)

5020-0504. Measure the length of objects in centimeters, meters, inches, feet, and yards to the nearest whole unit. (100-014, 102-023)

5020-0505. Recognize that mass can be measured in pounds and kilograms. (102-024)

5020-0506. Recognize that capacity can be measured in cups, pints, quarts, and liters. (102-022)

STANDARD 5020-06	The students will apply mathematical concepts and skills to solve problems they encounter in daily living.

OBJECTIVES

5020-0601. Solve simple oral problems using the objectives in Mathematics Level 2. (101-020)

5020-0602. Use various techniques to solve mathematical problems.

5020-0603. Interpret information organized in bar graphs, tallies, or pictographs. (103-025, 104-022)

MATHEMATICS LEVEL 3

M	A	T	H		L	E	V	E	L		3

SIS NUMBER: 5030
SIS CODE: MA

COURSE DESCRIPTION

The Mathematics Level 3 course of study consists of three principal parts:

1. Review of previously learned mathematics concepts, including maintaining the standards of previous mathematics core standards.

2. Introduction of new concepts and skills outlined in A Course of Study for Mathematics in Utah, district curriculum guides, and textbooks.

3. Mastery of core standards and objectives for Mathematics Level 3.

The student will learn the concepts of counting numbers between 0 and 10,000 as outlined in the standards and objectives.

CORE STANDARDS OF THE COURSE

STANDARD 5030-01	The students will recognize symbolic representations for numbers.

OBJECTIVES

5030-0101. Identify, read, and write any given numeral to 10,000. (103-001)

5030-0102. Recognize that multiple digit numerals are grouped into periods of three digits. (103-004)

5030-0103. Identify the place value of a digit in numerals to 10,000. (103-001)

5030-0104. Demonstrate place value to 9,999 using expanded notation, e.g., 9,999 = 9,000 + 900 + 90 + 9; 9,999 = 9 thousands + 9 hundreds + 9 tens + 9 ones. (101-025)

5030-0105. Use halves, thirds, or fourths to identify the fractional parts of a set or region. (101-026, 103-022)

STANDARD 5030-02	The students will show that numbers can be ordered and compared.

OBJECTIVE

5030-0201. Compare any two numbers between 1 and 9,999 using symbols greater than (>), less than (<), or equal (=) to. (101-016)

STANDARD 5030-03	The students will relate combinations of numbers to other numbers through computation.

OBJECTIVES

5030-0301. Add two or more three-digit numbers with regrouping. (102-007)

5030-0302. Subtract three-digit numbers with regrouping. (102-007)

5030-0303. Demonstrate knowledge of the basic multiplication facts through 9 x 9. (103-008)

5030-0304. Recognize that the number 1 is the identity element for multiplication and division, e.g., 1 x 6 = 6; 5 ÷ 1 = 5. (102-020)

5030-0305 Recognize that the number zero, used as a factor, yields the product of zero. (103-010)

5030-0306. Recognize that multiplication and division are inverse operations. (103-014)

5030-0307. Recognize that the operational symbols for division are "+" and "⟌". (103-012)

5030-0308. Perform division using the basic division facts. (103-013)

5030-0309. Use objects and or pictorial representations to demonstrate knowledge of Objectives 1 through 9.

STANDARD 5030-04	The students will use geometry to explore the relationships of objects.

OBJECTIVES

5030-0401. Identify geometric figures that exhibit symmetry. (103-020)

5030-0402. Recognize cubes, spheres, cylinders, cones, and pyramids and compare them with physical objects that are found in the students' environment. (104-029)

STANDARD 5030-05	The students will measure objects by comparing them with standard units of measurement.

OBJECTIVES

5030-0501. Measure time in hour, half-hour, quarter-hour, five-minute, and one-minute intervals. (103-019)

5030-0502. Determine the value of combinations of coins and bills to $5.00. (102-025)

5030-0503. Read, write, add, and subtract monetary amounts to $100.00. (103-016)

5030-0504. Write monetary amounts in both dollar and cent notations. (103-016)

5030-0505. Measure length of objects in centimeters, meters, inches, feet, and yards to the nearest half unit. (103-017)

5030-0506. Measure mass by pounds and kilograms. (103-017)

5030-0507. Measure capacity in cups, pints, quarts, and liters. (102-022, 104-030)

STANDARD 5030-06	The students will apply mathematical concepts and skills to solve problems they encounter in daily living.

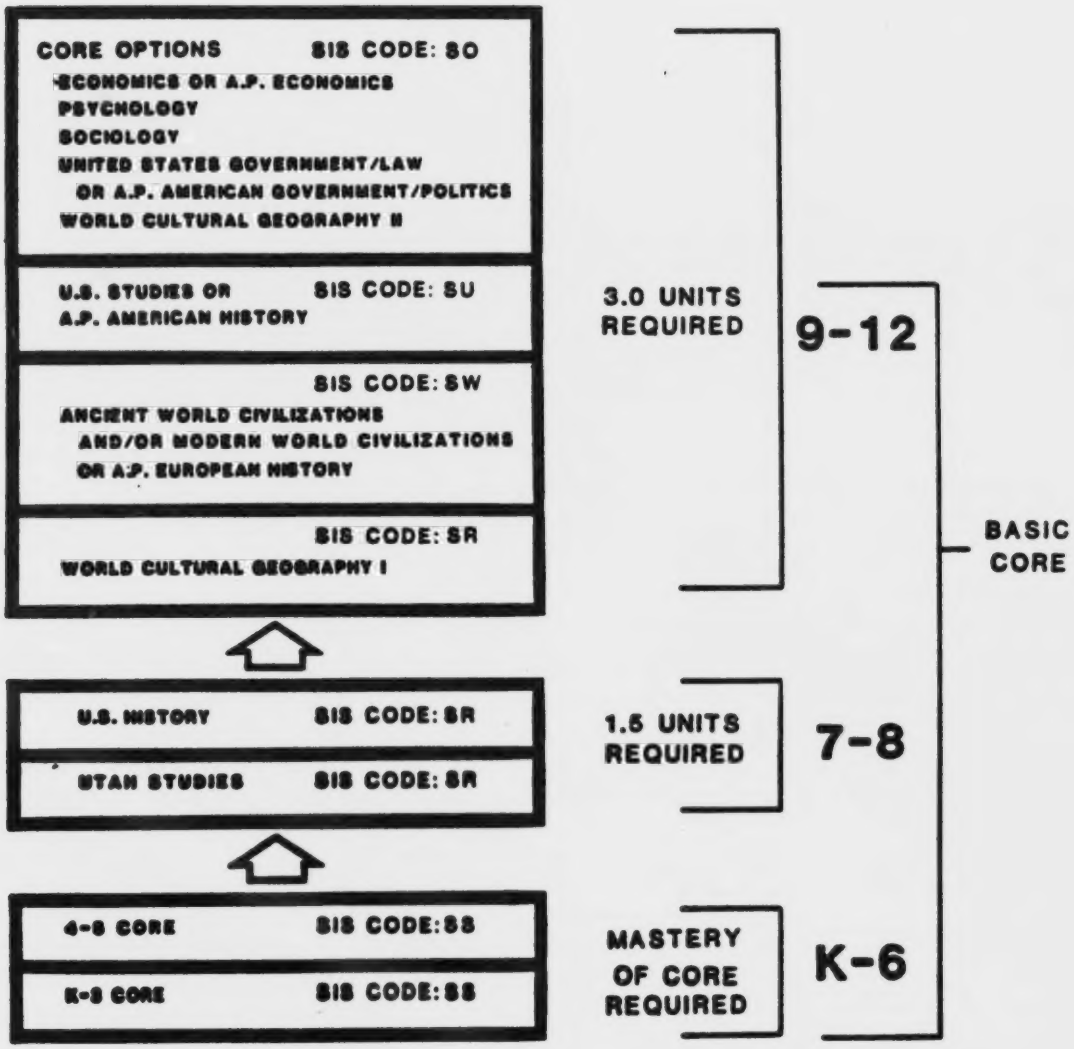
OBJECTIVES

5030-0601. Express word problems found in daily living and in textbooks in oral and written mathematical sentences. (103-007)

5030-0602. Use various techniques to solve mathematical problems.

5030-0603. Construct graphs to organize information. (103-025)

SOCIAL STUDIES COURSE CHART



SOCIAL STUDIES

People are social beings who need wholesome human relationships and productive problem solving skills. Social studies helps to fulfill these needs and is the major area in the school's general education program which is concerned with the preparation of students in becoming responsible, rational, participating citizens in a pluralistic, democratic society and in a world which is becoming increasingly interdependent.

Citizenship education is a particular focus of social studies and is also a subject which fosters an interdisciplinary approach in the curriculum. Development of the means whereby the essential processes, values, and capabilities undergirding our society can be perpetuated and improved is one of the major reasons for the existence of schools.

To the social sciences (history, geography, sociology, psychology, anthropology, economics, and political science) new fields of study have been added which include studies in law-related, values, career, international, multi-cultural, and free enterprise education. All of these subjects are integrated at each level/course in the core curriculum.

A primary goal for all students and teachers is increasing their ability to be more productive, which contributes to acquiring and maintaining a higher standard of living.

The social studies core curriculum at each level/course begins with the identification of higher level thinking standards and objectives, i.e., listening, speaking, reading, writing, thinking, and citizenship skills, which can be incorporated in teaching strategies with all other standards and objectives.

One of the most commonly accepted principles of learning that has been incorporated in the social studies core curriculum is the importance of integration--of emphasizing the understanding of concepts and processes over the mere acquisition of isolated facts.

Stressing the mastery of integrated knowledge helps students to move from what is known to an understanding of the unknown, to see relationships and patterns and begin to make generalizations, to understand the interrelatedness of the subject and skills areas, and to succeed in learning. An integrated curriculum helps students learn how to learn.

In conclusion, the social studies core curriculum at all levels emphasizes:

1. Higher level thinking and process skills.
2. Citizenship practices and principles.
3. Basic American values.
4. Economic literacy.
5. American Democratic governance.
6. Global awareness and geographic skills.

NOTE: Numbers in parenthesis following objectives in the core curriculum refer to resource file activities.

SOCIAL STUDIES LEVEL K

S	S	L	E	V	E	L	K		

SIS NUMBER: 6000
SIS CODE: SS

COURSE DESCRIPTION, (Levels K-3)

The students will be introduced to the study of self and their relationship to each individual's family, school, neighborhood, and community; basic citizenship behaviors; the interdependence of individuals and groups in different cultures and environments; the world of work; the use and care of natural resources, community governments and local history will be emphasized. In addition, the students will begin a study of the earth, its size, shape, land masses, oceans, climates, directions, and its relation to the universe. All social studies experiences will develop listening, speaking, reading, writing, and citizenship skills.

CORE STANDARDS OF THE COURSE

STANDARD 6000-01	The students will demonstrate the ability to use a variety of listening, speaking, and thinking skills in completing social studies activities.

OBJECTIVES

6000-0101. Participate in group discussions.

6000-0102. Participate in group role-playing experiences.

6000-0103. Examine a variety of ideas.

6000-0104. Follow simple directions.

STANDARD 6000-02	The students will understand that individuals live in groups and their life-styles are influenced by customs and traditions.

OBJECTIVE

6000-0201. Identify different kinds of groups (family, school, neighborhood) to which they belong. (300-303)

6000-0202. Discuss ways that people are alike and ways they are unique, and that each individual has self-worth. (300-101)

6000-0203. Identify values, traditions, and customs that are learned from families. (300-201)

6000-0204. Identify why special events are sometimes celebrated through various national holidays. (300-501)

6000-0205. Compare ways that various cultures celebrate holidays. (300-502)

STANDARD 6000-03	The students will understand basic geographic concepts and map symbols.

OBJECTIVES

6000-0301. Identify the globe as a model of the earth. (300-801)

6000-0302. Identify the major characteristics of the seasons: summer, fall, winter, and spring. (300-805)

6000-0303. Identify map symbols used in the neighborhood and school. (300-804)

STANDARD 6000-04	The students will understand responsible citizenship and why rules are necessary to protect the individual.

OBJECTIVES

6000-0401. Participate in making classroom rules with other class members. (300-701)

6000-0402. Identify why rules are important. (300-702)

6000-0403. Identify what authority is and why it is important. (300-703)

6000-0404. Identify basic individual rights and responsibilities. (300-704)

6000-0405. Share materials, respect other people's property, and show courtesy.

6000-0406. Participate in patriotic activities except when against religious beliefs. (300-707)

STANDARD 6000-05	The students will understand that people have the same basic personal needs and that sharing is economically necessary.

OBJECTIVES

6000-0501. Identify the need to share in terms of limited supply. (300-603)

6000-0502. Identify basic personal needs (i.e., food, clothing, and shelter).

SOCIAL STUDIES LEVEL I

S	S	L	E	V	E	L	I		

SIS NUMBER: 6010
SIS CODE: SS

CORE STANDARDS OF THE COURSE

STANDARD 6010-01	The students will practice a variety of listening, speaking, writing, and reading skills in completing social studies activities.

OBJECTIVES

6010-0101. Identify a logical sequence for tasks.

6010-0102. Categorize items of information that are similar from those that are different.

6010-0103. Predict simple conclusions to stories or situations.

6010-0104. Recall facts from stories or report.

6010-0105. Describe possible solutions to problems in the family, school, or neighborhood.

6010-0106. Participate in group activities and demonstrate respect for basic values of all people.

STANDARD 6010-02	The students will understand that the family, school, and neighborhood provide basic needs and learning experiences.

OBJECTIVES

6010-0201. Identify examples of how individuals learn from the family, school, and neighborhood. (301-303)

6010-0202. Show ways in which families provide the basic needs of love, food, shelter, clothing, companionship, and protection to their members. (301-202)

6010-0203. Compare similarities and differences among families, schools, and neighborhoods. (301-201)

6010-0204. Show that every individual has dignity and worth and is unique. (301-102)

STANDARD 6010-03	The students will understand that where people live influences how they live.

OBJECTIVES

6010-0301. Identify the geographic features, climatic conditions, and natural resources of the local area. (301-401)

6010-0302. Demonstrate how geographic features, climatic conditions, and natural resources influence how they live. (301-402)

6010-0303. Name natural and man-made changes in their environment, i.e., lakes, volcanoes, reservoirs, highways. (301-403)

STANDARD 6010-04	The students will understand beginning geographic concepts.

OBJECTIVES

6010-0401. Identify map symbols which represent real things. (301-802)

6010-0402. Identify the meaning of symbols on simple picture maps. (301-811)

6010-0403. Identify the directions of north and south in relation to the North and South Poles. (301-806)

6010-0404. Name the days of the week in order, special dates on the calendar, and certain physical characteristics of months and seasons. (301-809)

6010-0405. Construct a simple map of the classroom. (301-810)

STANDARD 6010-05	The students will understand that individuals have unlimited wants but limited resources.

OBJECTIVES

6010-0501. Define scarcity, and identify items that are scarce in the classroom. (304-601)

6010-0502. Define and identify wants and needs. (300-603)

6010-0503. Identify resources that are used to make the things we need or want. (300-601)

6010-0504. Identify the purpose of money as something which is used to purchase things.

6010-0505. Define private property as things we own.

6010-0506. Discuss the value of work as a way to achieve personal satisfaction and to earn money. (300-604)

STANDARD 6010-06	The students will understand that individuals need rules to govern group behavior.

OBJECTIVES

6010-0601. Make classroom rules with other class members. (301-703)

6010-0602. Identify the reasons for authority and rules. (301-704)

6010-0603. Show how rules help promote fair treatment of all people. (361-705)

6010-0604. Explain how orderly classrooms depend upon cooperation. (361-706)

6010-0605. Participate in patriotic activities. (301-707, 8, 9)

6010-0606. Identify acts of honesty, morality, courtesy, and good citizenship in classmates, teachers, and other adults.

SOCIAL STUDIES LEVEL 2

S	S	L	E	V	E	L	2		

SIS NUMBER: 6020
SIS CODE: SS

CORE STANDARDS OF THE COURSE

STANDARD 6020-01	The students will practice a variety of listening, speaking, writing, and reading skills in completing social studies activities.

OBJECTIVES

6020-0101. Identify ways to resolve conflict when opinions differ.

6020-0102. Participate in group writings, charts, diaries, and letters.

6020-0103. Discuss alternative solutions to classroom problems.

6020-0104. Locate and use social studies materials in the classroom library and/or media center.

6020-0105. Use a variety of resources to study their community.

6020-0106. Recall facts from stories or reports in sequence.

6020-0107. Demonstrate that through group participation one develops citizenship values.

STANDARD 6020-02	The students will show how individuals are products of their culture and how individual talents and traits ar developed.

OBJECTIVES

6020-0201. Identify cultural traits and values that are inherited and acquired, i.e., family and cultural traditions, physical characteristics, etc. (302-202)

6020-0202. Show ways in which individuals learn behavior and values from groups in the community, i.e., honesty, respect, responsibility, etc. (302-301)

6020-0203. Identify talents of self and others and discuss how they can be developed. (302-303)

6020-0204. Show ways in which the talents of others have influenced the community. (302-102)

6020-0205. Identify aspirations for using their own talents. (302-103)

STANDARD 6020-03	The students will understand basic geographic concepts.

OBJECTIVES

6030-0301. Locate oceans and continents on a map and a globe. (302-801)

6030-0302. Compare the size of the United States with Utah on a map and a globe. (302-802)

6030-0303. Compare differences of an area's size and shape as shown on a flat map with the way they are illustrated on a globe. (302-803)

6030-0304. Find the directions of north, south, east, and west on a map. (302-804

6030-0305. Describe how the equator divides the earth into the northern hemisphere and the southern hemisphere, and identify the hemisphere in which they live. (302-805)

6030-0306. Show the direction of sunrise and sunset. (302-817)

6030-0307. Identify important sites of the community on an area map. (302-819)

6030-0308. Describe how geographic features vary in different communities. (302-401)

STANDARD 6020-04	The students will understand that because change is constant, life in any community differs from the past.

OBJECTIVES

6020-0401. Identify community events of the past, present, and future. (302-502)

6020-0402. Describe the contributions of various cultures that have influenced life in the community. (302-203)

6020-0403. Identify some important local historical sites. (302-501)

6020-0404. Tell about the history of their local community. (302-502)

6020-0405. Describe different factors that influence change, in the community. (302-503)

STANDARD 6020-05	The students will identify basic consumer needs and the interdependence to occupations.

OBJECTIVES

6020-0501. Define goods, services, productivity, supply, and demand. (301-602)

6020-0502. Categorize products into "goods" and "services." (301-602)

6020-0503. Conclude that when individuals make choices they must give up something (opportunity cost). (301-601)

6020-0504. Explain that some needs may not be satisfied. (301-603)

6020-0505. Identify some skills needed for community jobs that provide goods and services. (302-604)

6020-0506. Describe the effect of supply and demand on jobs. (303-605)

6020-0507. Explain that with improved skills people become more productive. (301-605)

STANDARD 6020-06	The students will understand that groups establish rules and procedures for enforcement.

OBJECTIVES

6020-0601. Name people who help in establishing order and developing values within the community. (302-102)

6020-0602. Identify how acceptance of individual responsibility increases the degree of fairness and freedom in the community, school environment, and classroom. (302-706)

6020-0603. Participate in patriotic activities and understand their meaning except when against religious beliefs. (302-707, 8, 9)

SOCIAL STUDIES LEVEL 3

S	S		L	E	V	E	L	3		

SIS NUMBER: 6030
SIS CODE: SS

CORE STANDARDS OF THE COURSE

STANDARD 6030-01	The students will practice a variety of listening, speaking, writing, and reading skills in completing social studies activities.

OBJECTIVES

6030-0101. Participate in a variety of activities such as creating stories that promote thinking and problem-solving skills.

6030-0102. Develop a model for making an effective solution to common problems.

6030-0103. Locate and use source/reference materials in the classroom, library and/or media center, community library and other community resources.

6030-0104. Write original answers to current issues/problems.

STANDARD 6030-02	The students will understand the cultural and historical development of their local community.

OBJECTIVES

6030-0201. Discuss different cultures in their local community and the contributions made from each culture. (301-202)

6030-0202. Identify the past and present contributions of women and minorities to their community. (303-202, 305)

STANDARD 6030-03	The students will understand that people use natural resources to meet their basic needs and these resources must be protected and conserved.

OBJECTIVES

6030-0301. Identify different environments in which groups live. (303-401)

6030-0302. Illustrate ways groups use natural resources in the environment to meet their basic needs. (303-402)

6030-0303. Describe how groups modify the environment to use and increase the supply of resources. (303-403)

6030-0304. Identify reasons for the location of a city. (303-405)

STANDARD 6030-04	The students will understand geographic concepts.

OBJECTIVES

6030-0401. Identify land and water forms on a map such as islands, bays, lakes, etc. (303-801)

6030-0402. Locate the eastern and western hemispheres, the prime meridian, and the 180th meridian. (303-804)

6030-0403. Using a simple grid, show how a grid system works and identify local places on a map. (303-803)

6030-0404. Use scales and legends on maps. (303-807)

6030-0405. Use symbols for landscape features on a simple map. (303-808)

6030-0406. Identify the differences between people-drawn boundaries and natural boundaries (those which follow natural features such as mountains or rivers). (303-811)

6030-0407. Distinguish between towns, cities, states, countries, and continents using maps. (303-817)

6030-0408. Using north as a reference, identify on a map, globe, or with a compass the directional terms--left, right, north, south, east, and west. (303-818)

6030-0409. Locate places as being north or south of the equator on a map or globe.

STANDARD 6030-05	The students will understand the interplay of economics in their daily lives.

OBJECTIVES

6030-0501. Define wages, prices, producer, consumer, specialization, division of labor, profit, loss, and productivity.

6030-0502. Explain reasons for spending and saving money.

6030-0503. Identify the relationship between supply and demand and its effect on the price of a product. (302-605)

6030-0504. Identify the advantage of division of labor (job specialization which increases productivity and creates interdependence). (303-601)

6030-0505. Identify the natural resources that determine the types of jobs in your community in the past, present, and future. (303-604)

6030-0506. Identify the role of profits as being the primary reason for production. (304-602)

6030-0507. Identify how inventions influence change in society.

STANDARD 6030-06	The students will understand that the purpose of government is to protect and serve the needs of citizens in their community.

OBJECTIVES

6030-0601. Explain the need for government in a society.

6030-0602. List some simple ways that government resolves conflicts in their community. (303-701)

6030-0603. Compare ways that groups or societies determine how they will be governed in their community. (303-702)

6030-0604. Discuss responsibilities that individuals have in making a community a better place to live. (303-703)

6030-0605. Discuss their responsibility in making and following class rules. (303-707)

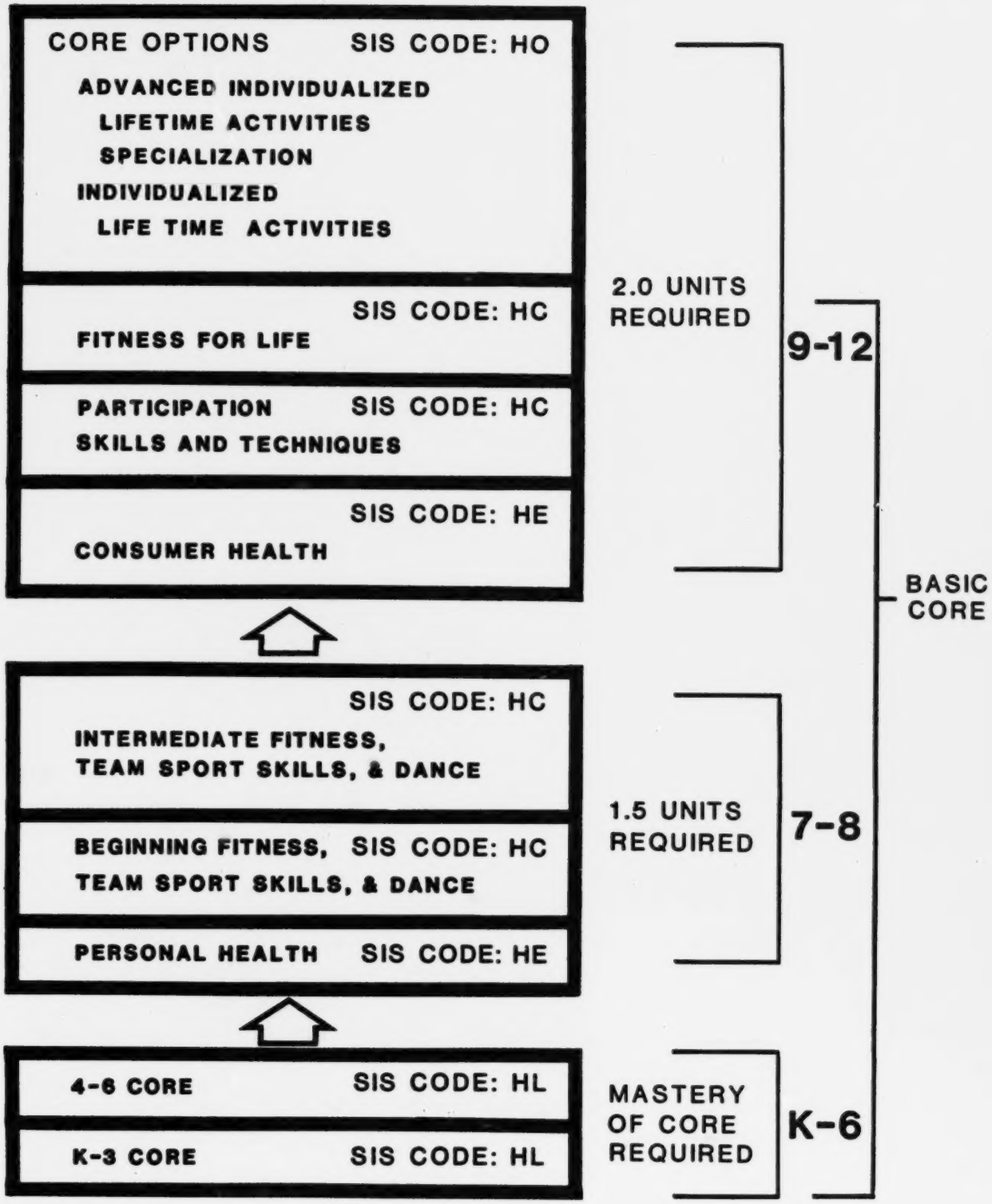
6030-0606. Identify how laws are established, and how they relate to individuals, families, and communities. (303-705)

6030-0607. Identify the purpose of patriotic holidays and how citizens participate (Veteran's Day, Law Day, Independence Day, etc.).

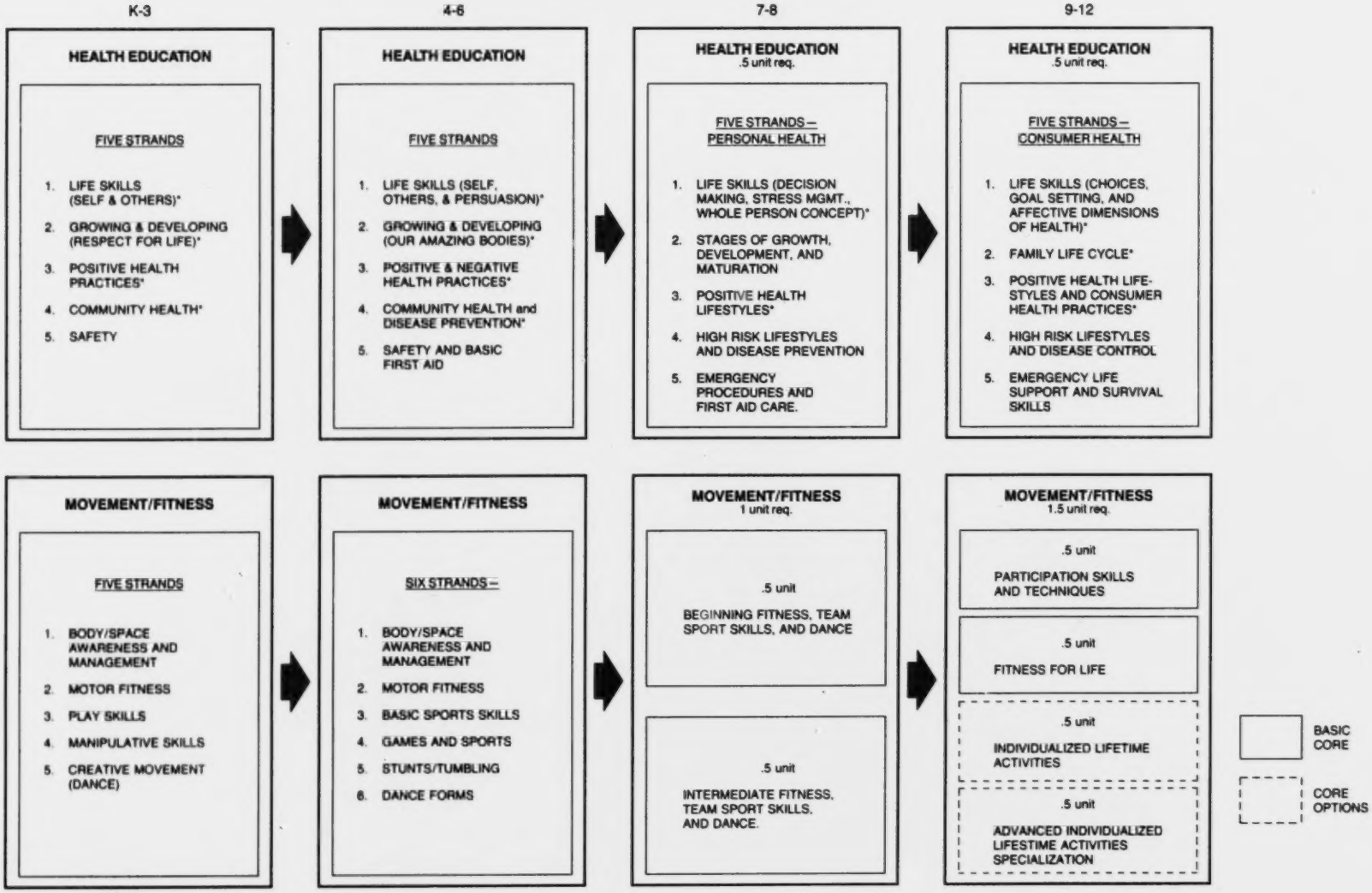
6030-0608. Explain how participating in and contributing to government develops good citizenship behavior.

6030-0609. Identify acts of honesty, morality, and citizenship they have observed in their classmates, teachers, and other adults.

HEALTHY LIFE-STYLES COURSE CHART



HEALTHY LIFESTYLES
MOVEMENT, FITNESS, AND HEALTH EDUCATION CORE



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HEALTHY LIFESTYLES

The healthy lifestyles curriculum integrates into a meaningful whole, medical, scientific, behavioral and ethical knowledge, values, and practices which enhance a healthy life. It deals with issues and concerns of the whole person--intellectual, social, emotional, physical, ethical--and integrates findings from medicine, space exploration, science, social science, etc.

A tremendous number of each person's daily decisions directly or indirectly influence the quality and health of one's life. From growth and development to substance abuse, from micro-organism caused illness to positive healthy lifestyles, from childhood through adolescence, healthy lifestyles education focuses on positive health lifestyle choices.

Personal decisions about one's health and the quality of one's life are inescapable. Such decisions must be made every day. They affect the individual, the family, the community, the state, the nation, and the world. Helping children and youth to make wise and wholesome decisions about a wide variety of personal, family, and societal health issues is of paramount importance.

Many decisions made in childhood and youth make a tremendous difference in one's emotional health: selection of foods; respect for the body; respect for birth and the miracle of life; involvement or non-involvement in the use of alcohol, tobacco, and drugs; decisions regarding prevention of diseases; utilization of safety and survival skills; in one's role as a consumer of goods, services, and information; perception of and involvement in community health issues; and in one's maintenance of physical fitness. The school can and should play a significant role in helping students prepare to make such decisions.

The human body was made to move. The technological age of labor-saving devices and sedentary living often detracts from the biological necessity for movement. Many degenerative diseases plaguing Americans have a portion of their roots in sedentary, inactive lifestyles. The vegetative, physically bland life leaves both the young and old susceptible to heart disease, obesity, muscular atrophy, and decreased life expectancy. Thus, living a physically active lifestyle is important to health and wellness.

A school's healthy lifestyles program can and should help students be involved in and adopt a personal lifestyle of regular physical activity. This along with other positive health practices contributes to the quality of life, not only as a student, but also as a future adult.

HEALTHY LIFESTYLES LEVEL K

H	E	A	L	E	V	E	L	K	

SIS NUMBER: 7000
SIS CODE: HL

COURSE DESCRIPTION, (Levels K-3)

Health education actively involves students in coping with many of the problems encountered in life. These problems are identified through five strands: life skills, growing and developing, positive health practices, community health, and safety. Each student will be assessed in their knowledge and practice related to these five strands.

NOTE: To comply with state school law, teachers are encouraged to use the teaching resource files for the Alcohol and Drug Prevention Education Program in helping students achieve these standards.

CORE STANDARDS OF THE COURSE

STANDARD 7000-01	The students will understand healthy life skills and the role of the family unit.

OBJECTIVES

7000-0101. Recognize that individuals have personal characteristics that make them special.

7000-0102. Recognize different feelings.

7000-0103. Identify and demonstrate ways to get along with others.

7000-0104. Understand that the family is the basic social unit of life, and that everyone is a part of a family.

7000-0105. Identify persons in their lives with whom they can share feelings.

STANDARD 7000-02	The students will learn about their own physical growth and development

OBJECTIVES

7000-0201. Recognize that individuals are different in looks, size, appearance, and ability.

7000-0202. Describe how their bodies change in height and weight as they get older.

7000-0203. Monitor personal growth.

STANDARD 7000-03	The students will understand how a person's choices and habits lead to a happy, healthy life.

OBJECTIVES

7000-0301. Understand that nutritious foods, including the eating of breakfast regularly, contributes to health and well-being.

7000-0302. Tell ways exercise helps keep people healthy.

7000-0303. Recognize that regular sleep and rest contribute to health and well-being.

7000-0304. Understand that cleanliness is important to health.

7000-0305. Learn to brush their teeth.

7000-0306. Know that drugs, alcohol, and tobacco can hurt their bodies.

STANDARD 7000-04	The students will learn that the environment can make a difference in one's health.

OBJECTIVES

7000-0401. Identify several reasons for keeping homes and schools orderly and clean.

STANDARD 7000-05	The students will learn ways to be responsible for their own personal safety and for the safety of others at home and school.

OBJECTIVES

7000-0501. Describe how to cross a street safely.

7000-0502. List several ways to be safe at home and school.

7000-0503. Identify people who help them maintain safety, e.g., firemen, policemen, crossing guards, teachers.

7000-0504. Explain the importance of being in charge of their own bodies.

7000-0505. Know their own phone number, address, guardian's name, and emergency number.

HEALTHY LIFESTYLES LEVEL 1

H	E	A	L	E	V	E	L	1	

SIS NUMBER: 7010
SIS CODE: HL

CORE STANDARDS OF THE COURSE

STANDARD 7010-01	The students will develop and practice healthy life skills including a positive self-image in their relationships with family and friends.

OBJECTIVES

7010-0101. Identify and describe different feelings.

7010-0102. Recognize contributions of self and others, e.g., sharing, cooperation, etc.

7010-0103. Recognize the importance and consequences of family/school rules.

7010-0104. Describe how individuals might help one another.

7010-0105. Describe what they like about themselves.

STANDARD 7010-02	The students will develop a knowledge and understanding of growth and development.

OBJECTIVES

7010-0201. Identify personal growth and change, e.g., height, weight, size of head, length of arms, size of feet.

7010-0202. List similarities and differences of individuals with regard to size, shape, color of hair, color of eyes, etc.

STANDARD 7010-03	The students will identify ways they can be responsible for their own health.

OBJECTIVES

7010-0301.	Identify the four food groups and name several foods within each group.
7010-0302.	Explain reasons for eating the right kinds of food daily.
7010-0303.	Explain the importance of daily exercise.
7010-0304.	Tell why regular sleep and rest contribute to one's health and well-being.
7010-0305.	Tell why cleanliness, grooming, posture, and body mechanics are important.
7010-0306.	Have a general understanding of what may be found in the mouth.
7010-0307.	Identify ways drugs/alcohol/tobacco may be harmful to the body.

STANDARD 7010-04	The students will begin to understand the role of the community and the environment in health.

OBJECTIVES

7010-0401.	Describe ways that the environment affects health, e.g., water, air, and garbage.
7010-0402.	Define the word pollution and describe various kinds.
7010-0403.	Discuss the health services provided by schools and community, i.e., doctors, dentists, nurses, and pharmacists.

STANDARD 7010-05	The students will begin to explain ways they can be responsible for their own personal safety and the safety of others.

OBJECTIVES

7010-0501.	Identify safety procedures in walking to and from school.
7010-0502.	Describe what to do when approached by a stranger whether in person or on the telephone.
7010-0503.	Discuss the role of police officers and other safety helpers.
7010-0504.	Explain rules for safety in the home, on the playground, and at school.
7010-0505.	Identify basic safety rules for riding a bicycle.

HEALTHY LIFESTYLES LEVEL 2

H	E	A		L	E	V	E	L		2	

SIS NUMBER: 7020
SIS CODE: HL

CORE STANDARDS OF THE COURSE

STANDARD 7020-01	The students will describe feelings and attitudes in their interactions with others.

OBJECTIVES

7020-0101. Recognize why people have a variety of different feelings and that it is normal to express feelings.

7020-0102. Describe characteristics they like about themselves.

7020-0103. Describe ways families may be different.

7020-0104. Discuss reasons why families, schools, and communities have rules.

7020-0105. Tell how friends affect one another in positive or negative ways.

7020-0106. Identify school situations that result in strong feelings.

STANDARD 7020-02	The students will describe how growth, development, and respect for life affects them.

OBJECTIVES

7020-0201. Recognize that all living things come from other living things and show respect for them.

7020-0202. Chart and discuss different individual growth patterns.

STANDARD 7020-03	The students will make positive choices that contribute to a healthy life.

OBJECTIVES

7020-0301. Explain the difference between healthy and unhealthy snacks.

7020-0302. Tell why rest and proper exercise are needed for good health.

7020-0303. Describe the development and function of both primary and permanent teeth.

7020-0304. Explain proper care of the eyes, ears, and nose.

7020-0305. Explain why smoke is irritating to the body, e.g., burning leaves, campfire smoke, and cigarettes.

7020-0306. Classify healthy and unhealthy beverages.

STANDARD 7020-04	The students will continue to understand the role of the community and the environment in health.

OBJECTIVES

7020-0401. Explain the importance of following the advice of doctors, dentists, and nurses.

7020-0402. Describe the benefits of keeping homes, schools, and public buildings clean.

7020-0403. Describe how water, air, and land may be polluted, ways of keeping them clean, and the potential effects on health.

STANDARD 7020-05	The students will show responsibility for their own safety and the safety of others.

OBJECTIVES

7020-0501. Explain the value of the five senses in keeping safe.

7020-0502. Observe bicycle, pedestrian, and playground safety rules.

7020-0503. Understand the importance of participating in school emergency drills.

7020-0504. Discuss the importance of having a home evacuation plan.

7020-0505. Discuss the importance of keeping dangerous substances out of the reach of babies and younger children.

7020-0506. Identify basic water safety rules.

7020-0507. Describe ways to help police officers identify strangers who may approach students. Describe what to do when approached by a stranger either in person or on the telephone.

7020-0508. Understand that they are in charge of their own bodies and that others do not have a right to touch or fondle them.

7020-0509. Discuss emergency telephone numbers and procedures.

HEALTHY LIFESTYLES LEVEL 3

H	E	A	L	E	V	E	L	3	

SIS NUMBER: 7030
SIS CODE: HL

CORE STANDARDS OF THE COURSE

STANDARD 7030-01	The students will recognize how association with others affects self-esteem and personal behavior.

OBJECTIVES

7030-0101. Tell why liking one's self is important for the development of a positive self-image and good mental health.

7030-0102. Discuss the importance of congenial relationships with other students and adults.

7030-0103. List ways personal habits and attitudes determine, in part, how we feel about ourselves and how others feel about us.

7030-0104. Identify basic steps in making responsible choices.

7030-0105. Discuss different ways people deal with feelings.

STANDARD 7030-02	The students will evaluate growth and development patterns.

OBJECTIVES

7030-0201. Understand that their bodies are made of many cells which divide and make them grow.

7030-0202. Indicate some of the growth characteristics they inherited from their father and mother.

7030-0203. Identify personal physical abilities and ways to improve them.

STANDARD 7030-03	The students will accept responsibility for their own health and practices.

OBJECTIVES

7030-0301. Describe how daily health practices make a difference in their appearance, health, and feelings of well being.

7030-0302. Identify foods in the four food groups and explain the need for a balanced diet.

7030-0303. Define basic nutrients that come from the four basic food groups.

7030-0304. Discuss causes of plaque and cavities and the benefits of brushing, flossing, fluoride treatments, and dental checkups.

7030-0305. Discuss the health implications of using drugs, alcohol, and tobacco.

7030-0306. Classify different types of alcohol distinguishing between positive and negative uses.

STANDARD 7030-04	The students will identify a variety of community services and environmental pollutants.

OBJECTIVES

7030-0401. Discuss the many services provided by the community, such as ambulances, poison control centers, paramedics, and rescue teams.

7030-0402. Discuss various types of pollution and their affect on health.

STANDARD 7030-05	The students will show responsibility for their own safety and learn ways to respond in emergencies.

OBJECTIVES

7030-0501.	Explain how carelessness, hurrying too fast, anger, and upset feelings increase one's chance for having an accident.
7030-0502.	Practice safe principles when riding a bicycle, when in an automobile, or on a school bus.
7030-0503.	Identify and observe traffic signs and signals.
7030-0504.	Recognize that getting adult help is one of the first things to do in an emergency.
7030-0505.	Identify ways of being in charge of their own bodies and not allowing others to abuse them.

HEALTHY LIFESTYLES LEVEL K

M & F LEVEL K

SIS NUMBER: 7500
SIS CODE: HL

COURSE DESCRIPTION, (Levels K-3)

The core program in movement and fitness for the primary grades contains developmental activities which focus on body/space awareness, motor fitness, rythmic awareness, play skills, object manipulation and control, and dance skills. Students will gain knowledge about, understanding of, and appreciation for movement and physical activities. They will learn communicative expression through movement--one of humanity's fundamental languages.

Education in and through dance should develop students' abilities in each of three roles: participant, observer/listener, and critic. These roles are distinct yet complimentary. When these skills are integrated, they provide the necessary and complete background for informed response to dance.

NOTE: Dance is contained in the Healthy Lifestyles-Movement and Fitness component because it meets the goals and objectives of that component in reference to physical activity: body awareness, motor skills, rhythmic awareness, and physiological development. Dance also meets the goals and objectives of the Fine Arts-Dance component in reference to the development of aesthetic perception, understanding of the creative process, kinesthetic awareness, and critical response.

CORE STANDARDS OF THE COURSE

STANDARD 7500-01	The students will demonstrate personal space and body awareness.

OBJECTIVES

7500-0101.	Move in and maintain personal space, including starting and stopping on command.
7500-0102.	Identify body parts used in a movement task.
7500-0103.	Explore spatial concepts such as high-low, in-out, large-small, forward-backward, sideward and turning.
7500-0104.	Explore locomotor movement including walking, running, jumping, and hopping.

7500-0105. Move over a hoop, carpet square, rope, or line in various ways.

7500-0106. Invent or create different shapes the body can make (round, straight, curled, long, etc.).

7500-0107. Explore a variety of non-locomotor movements (bending, stretching, twisting, etc.).

7500-0108. Explore a variety of movements which involve maneuvering weight (pushing, pulling, lifting, etc.).

STANDARD 7500-02	The students will begin to develop health related and motor fitness.

OBJECTIVES

7500-0201. Run in different directions.

7500-0202. Jump up and down several times.

7500-0203. Swing the arms back and forth and make giant circles.

7500-0204. Pull the body from a lying position to a sitting position several times using some assistance, such as a climbing rope, wand, or a partner.

7500-0205. With arms crossed on chest, hands on shoulders, perform several curl-ups with knees bent and feet on the floor.

7500-0206. Hop on one foot several times without losing balance.

7500-0207. Walk on a rope or line (10 feet or longer) maintaining balance.

7500-0208. Briskly walk or run around the multipurpose room and/or the playground.

7500-0209. Run as fast as possible for 20 yards.

STANDARD 7500-03	The students will follow simple rules, respect the personal space of others (safety), and be courteous.

OBJECTIVES

7500-0301. Participate in a variety of play activities requiring cooperation and playing by simple rules.

7500-0302. Contribute to safety by respecting the personal space of others.

7500-0303. Treat classmates and others courteously.

STANDARD 7500-04	The students will begin to individually explore manipulative skills using medium to large sized soft objects.

OBJECTIVES

7500-0401. Roll, throw, and catch objects such as yarn balls, fleece balls, sponge balls, etc.

7500-0402. Repeatedly kick and chase a soft object on the floor.

7500-0403. Explore a variety of movements using objects including bean bags, yarn balls, hula hoops, wands, ropes, different sized balls, etc.

7500-0404. Use carpet squares and mats in exploratory movements.

STANDARD 7500-05	The students will express feelings by observing and participating in introductory rhythm and dance movements that include time, space, energy, and shape. (DANCE: Participant, Observer/Listener, and Critic)

OBJECTIVES

7500-0501. Clap and move to the beat of various tempos (slow, medium, and fast).

7500-0502. Clap and move to simple rhythmic patterns based on such things as the syllables of names or other words.

7500-0503. Create curved, straight, bent, and twisted shapes with the body.

7500-0504. Express through motion such things as textures, senses, and emotions. (To stimulate exploration, the teacner might use words such as sad, happy, noisy, quiet, rough, smooth, etc.)

7500-0505. Perform traditional and creative singing games and dances or create simple group dances using combinations of locomotor steps. (Games and dances might include "Looby Loo," "London Bridge," "Did You Ever See A Lassie," etc.)

7500-0506. Express feelings generated after observing and participating in a dance.

HEALTHY LIFESTYLES LEVEL 1

M&F LEVEL 1

SIS NUMBER: 7510
SIS CODE: HL

CORE STANDARDS OF THE COURSE

STANDARD 7510-01	The students will demonstrate locomotor and non-locomotor movements with an understanding of personal and general space.

OBJECTIVES

7510-0101. Move in general space without infringing on the personal space of others.

7510-0102. Identify body parts and surfaces in a movement task.

7510-0103. Move in space changing to various levels (low, medium, high) on command.

7510-0104. Explore and experience locomotor movements (walking, running, jumping, hopping, leaping, skipping, galloping, and sliding) at (a) slow and fast speeds; (b) in different directions.

7510-0105. Bend, stretch, and twist different parts of the body (legs, arms, trunk, etc.) while standing, sitting, and lying down.

7510-0106. Explore a variety of movements involving maneuvering weight (pushing, pulling, lifting, etc.) with an object.

7510-0107. Using the body, make the shape of a letter or number from zero to nine.

STANDARD 7510-02	The students will continue to develop health related and motor fitness involving jumping, lifting, walking, balancing, running, swinging, hopping, etc.

OBJECTIVES

7510-0201. Jump forward, backward, and sideward over a line or rope on the floor several times.

7510-0202. Swing one arm at a time in different directions and at different levels.

7510-0203. Combine the movement of two arms in the same direction and in opposite directions.

7510-0204. Pull the body from a lying position to a standing position using some assistance, such as a climbing rope, wand, or a partner.

7510-0205. Support body weight on hands from a sitting position for several seconds.

7510-0206. With arms crossed on chest, hands on shoulders, perform several curl-ups with knees bent and feet on floor.

7510-0207. Sustain a variety of locomotor movements going forward, backward, and sideward.

7510-0208. Hop on one foot several times without losing balance, repeat on other foot.

7510-0209. Walk the length of a low balance beam without falling off.

7510-0210. Jump from a 2-foot height and land on a mat, grass, or sand without falling down.

7510-0211. Standing on both feet, with eyes closed, balance for 10 seconds.

7510-0212. Run in place for one minute.

7510-0213. Walk 600 yards at a brisk pace.

7510-0214. Run as fast as possible for 30 yards.

STANDARD 7510-03	The students will follow simple rules and directions displaying respect for personal and general space.

OBJECTIVES

7510-0301. Participate in a variety of play activities requiring cooperation.

7510-0302. Listen to and follow simple directions.

7510-0303. Play by the rules in games and activities of low organization.

7510-0304. Contribute to safety by respecting the personal space of others.

STANDARD 7510-04	The students will continue individual exploration of manipulative skills using a variety of objects.

OBJECTIVES

7510-0401. Roll, bounce, throw, catch, strike, and kick objects such as yarn, fleece, sponge, and playground balls.

7510-0402. Explore a variety of movements using objects such as bean bags, yarn balls, hula hoops, wands, ropes, and different sized balls.

7510-0403. Use carpet squares, mats, boxes, and benches in exploratory movements.

STANDARD 7510-05	The students will continue to express feelings by observing and participating in introductory rhythm and dance movements that include time, space, energy, and shape. (DANCE: Participant, Observer/Listener, Critic)

OBJECTIVES

7510-0501. Clap and move, accenting the first beat of every measure in 4/4 time.

7510-0502. Clap and move to simple rhythmic patterns based on such things as phrases or whole sentences.

7510-0503. Create symmetrical (in which the two sides look alike) and asymmetrical (in which the two sides do not look alike) shapes with the body.

7510-0504. Through movement, explore over/under, above/below, near/far, in front/behind, inside/outside, and around/through.

7510-0505. Move through space in various directions, e.g., walking, running, leaping, hopping, jumping, skipping, galloping, and sliding.

7510-0506. Improvise a sequence of energy (motion) changes, i.e., moving from lyrical (floating, gliding) to percussive (sharp, quick).

7510-0507. Perform traditional and creative singing games and dances or create simple group dances using basic locomotor steps. (Games and dances might include "Bear Growl," "Statue Games," "Jolly is the Miller," "Muffin Man," etc.)

7510-0508. Express the feelings generated after observing a dance (live, film, or video), i.e., mood, patterns, and movement.

HEALTHY LIFESTYLES LEVEL 2

M&F LEVEL 2

SIS NUMBER: 7520
SIS CODE: HL

CORE STANDARDS OF THE COURSE

STANDARD 7520-01	The students will demonstrate space awareness (personal and general), relationships (with body parts, people, places, and things), and exploratory movement.

OBJECTIVES

7520-0101. Move in general space changing directions and pathways.

7520-0102. Perform movement activities at different levels with a partner.

7520-0103. Combine various locomotor steps in a movement pattern changing speed and levels.

7520-0104. Place three parts of the body inside a space (hoop, carpet square, etc.) and two parts of the body outside.

7520-0105. Mirror the movements of a partner while changing body shapes.

7520-0106. Bend and stretch different parts of the body with a partner using varying speeds, e.g., stretch arm up slowly, then bend it back to original position slowly.

7520-0107. Explore a variety of movements involving maneuvering weight (pushing, pulling, lifting, etc.) with a partner.

STANDARD 7520-02	The students will continue to develop health related and motor fitness including strength, agility, balance, flexibility, speed/reaction time, and endurance.

OBJECTIVES

7520-0201. Demonstrate strength by (a) sustaining an arm hang, using an overhand grip, from an overhead ladder or chinning bar for 8 seconds, and (b) doing a standing long jump equal to one's height.

7520-0202. Demonstrate agility by (a) jumping in, out, over, and around hoops, mats, or other obstacles several times in a row, and (b) jumping a rope or hoop turned by self 10 times.

7520-0203. Demonstrate balance by (a) walking the length of a balance beam, turning around, and walking back, and (b) balancing an object on different parts of the body while performing different locomotor movements.

7520-0204. Demonstrate flexibility by (a) grasping the fingers in the middle of the upper back for 5 seconds with one arm over the shoulder and the other behind the back, and (b) holding a stick or wand with both hands (palms down) and stepping through and back 3 times without letting go.

7520-0205. Demonstrate speed/reaction time by (a) running as fast as possible for 40 yards, and (b) changing directions upon a visual or verbal signal while doing a variety of locomotor movements.

7520-0206. Demonstrate endurance by (a) jogging 600 yards, and (b) jogging an accumulated total of 5 miles during one month. (NOTE: This might be done by jogging a minimum of a quarter of a mile a day, 440 yards.)

STANDARD 7520-03	The students will follow simple rules and directions displaying respect for personal and general space.

OBJECTIVES

7520-0301. Participate in a variety of play activities requiring cooperation.

7520-0302. Listen to and follow directions in a positive manner.

7520-0303. Participate safely in games and activities of low organization.

7520-0304. Safely use equipment in activities.

STANDARD 7520-04	The students will improve their manipulative skills using a variety of objects and parts of the body.

OBJECTIVES

7520-0401. Throw, catch, strike, and kick various sized balls or other objects.

7520-0402. In pairs explore a variety of movements using objects including bean bags, yarn balls, hula hoops, wands, ropes, and different sized balls.

7520-0403. Recognize that manipulative skills change when different sized objects are used.

7520-0404. Use the following equipment: mats, boxes, benches, balance beams, risers, and climbing ropes in exploratory movements.

STANDARD 7520-05	The students will express feelings by observing a dance performance and combine introductory rhythm and dance movements that include time, space, energy, and shape. (DANCE: Participant, Observer/Listener, Critic)

OBJECTIVES

7520-0501. Express beat and rhythm patterns by clapping and moving body parts, i.e., accenting the first beat of a metric phrase, moving to a patterned verse.

7520-0502. Explore symmetrical and asymmetrical shapes with the body, alternating from one to the other, and move through space changing the level of the body.

7520-0503. Improvise a sequence of energy changes, i.e., moving from lyrical (floating, gliding) to percussive (sharp, quick).

7520-0504. Create new and unusual solutions to walking from here to there, changing direction, speed, size, sound, level, shape, or rhythm.

7520-0505. Perform traditional and creative singing games and dances such as "Round and Round The Village," "Bingo," "Here We Go Round the Mountain."

7520-0506. Express feelings generated by observing a dance performance--describing the impressions it creates and discussing what the choreographer wants the audience to think or feel.

HEALTHY LIFESTYLES LEVEL 3

M&F LEVEL 3

SIS NUMBER: 7530
SIS CODE: HL

CORE STANDARDS OF THE COURSE

STANDARD 7530-01	The students will demonstrate space awareness (personal and general), and relationships (with body parts, people, places, and things) with an increased level of difficulty in exploratory movement.

OBJECTIVES

7530-0101. Move in general space with a partner changing directions and pathways.

7530-0102. Support weight on matching body parts (feet), similar body parts (arms and legs), and different body parts (feet and seat).

7530-0103. Participate in groups of two or more students by placing body parts at different levels, such as feet, knees, elbows, and head.

7530-0104. Place five parts of the body inside a space (hoop, carpet square, etc.) and one part of the body outside.

7530-0105. With a partner, explore space words such as over, under, and around while making body shapes. (Example: one partner makes a shape while the other partner tries to cross over, under, or around.)

7530-0106. Combine bending and stretching with other locomotor or non-locomotor movements (bend, stretch, swing, jump).

7530-0107. Explore a variety of movements involving maneuvering weight (pushing, pulling, lifting) with a group.

STANDARD 7530-02	The students will continue to develop health related and motor fitness including strength, agility, balance, flexibility, speed/reaction time, and endurance.

OBJECTIVES

7530-0201. Demonstrate strength by (a) hand walking an overhead ladder, and (b) jumping and reaching 12 inches beyond their standing reach.

7530-0202. Demonstrate agility by (a) running in (front door) and jumping a turning rope 10 times and running out (back door), and (b) moving through a simple obstacle or challenge course.

7530-0203. Demonstrate balance by (a) hopping twice on one foot and then the other, staying within a 2-foot circle for 30 seconds, and (b) performing a stork stand, with the eyes open for 10 seconds, on each foot.

7530-0204. Demonstrate flexibility by (a) bending forward and touching the toes while keeping the legs slightly bent, and (b) interlocking fingers, stepping through the hands one foot at a time forwards and backwards.

7530-0205. Demonstrate speed/reaction time by (a) running as fast as possible for 50 yards, and (b) moving through a simple obstacle or challenge course.

7530-0206. Demonstrate endurance by (a) jogging or running 600 yards, and (b) jogging an accumulated total of 10 miles during two months. (NOTE: This might be done by jogging a minimum of a quarter of a mile a day, 440 yards).

STANDARD 7530-03	The students will follow rules and directions, participate safely, and display respect for personal and general space.

OBJECTIVES

7530-0301. Display positive attitudes toward play activities by listening to, following directions, and taking turns.

7530-0302. Participate with vigor (enthusiasm) in games of low organization.

7530-0303. Recognize good safety practices and avoid behavior that may lead to injury or disruption of activities.

STANDARD 7530-04	The students will expand their manipulative skills using a variety of objects.

OBJECTIVES

7530-0401. Invent several different ways to throw an object into the air and catch it.

7530-0402. Kick stationary and moving objects.

7530-0403. Strike a ball or similar object with the hand or a short handled bat or racket.

7530-0404. In groups of four, explore a variety of movements using different objects, such as balls, sticks, bean bags, yarn balls, and hoops.

7530-0405. In exploratory movement use some of the following: mats, boxes, benches, risers, scooters, balance beams, ropes, balance boards, ladders and parachutes.

STANDARD 7530-05	The students will create simple dances and discuss reasons for dance, combine introductory rhythm and dance movements that include time, space, energy, and shape. (DANCE: Participant, Observer/Listener, Critic)

OBJECTIVES

7530-0501. Clap and move in 6/8 time, accenting the first beat of every measure, changing the body part, the direction, the level, or the energy.

7530-0502. Move appropriately to a piece of 4/4 music or to a steady beat, e.g., slowly to half notes, moderately to quarter notes, and quickly to eighth notes.

7530-0503. Discuss and express through movement the rhythms found in: (a) nature, e.g., wind, sea, and trees; (b) the body, e.g., breath, pulse, sneeze and tickle; (c) mechanical and nonmechanical objects, e.g., ball, feather, and eggbeater.

7530-0504. Create a series of shapes on different levels (low, medium, and high) and design transitions between them, e.g., slow-motion and sustained, sudden or percussive.

7530-0505. Improvise a sequence of energy changes such as percussive, sustained, lyrical, collapsing, and swinging and relate these energy changes to another curriculum area such as science.

7530-0506. Perform traditional and creative singing games or create a simple group dance based on a theme. The dance should include a beginning, middle, and end. (Games and dances might include: "Skip To My Lou," "Digga Doe," "Jim Along Josie," etc.)

7530-0507. Discuss why people dance and how this art form is used as a kind of nonverbal communication.